

MAY 2018



BEST

Building Excellent Schools Today



COLORADO
Department of Education

Division of Capital Construction

**SUMMARY OF BUILDING EXCELLENT SCHOOLS TODAY (BEST)
FY2018-19 GRANT APPLICATIONS
RECEIVED FEBRUARY 23, 2018**



SUMMARY OF BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2018-19 GRANT APPLICATIONS

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DIVISION OF CAPITAL CONSTRUCTION BUILDING EXCELLENT SCHOOLS TODAY (BEST)

Capital Construction Assistance Board Members

Board Chair

Tim Reed Executive Director Facilities & Construction Management / Jeffco R-1

Board Co-Chair

Kathy Gebhardt Executive Director / Children's Voices

Board Members

Brian Amack Director of Technology / Morgan County School District Re-3

Margi Ammon Architect / Adams 12 School District

Roger Good School Board / Steamboat Springs District Re-2

Ken Haptonstall Superintendent / Mesa County Valley School District 51

Denise Pearson Superintendent / Elbert County School District C-2

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Cyndi Wright Director of Facilities & Transportation / Sheridan School District 2

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Jay Hoskinson Regional Program Manager (*Northeast*)

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Ashley Moretti Office Manager

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Josh Jones Regional Facility Assessor (*Central*)

Mark Kimmett Regional Facility Assessor (*Central*)

Sean Donahue Regional Facility Assessor (*Central*)

Tim Cissell Regional Facility Assessor (*Central*)

Mark Hillen Regional Facility Assessor (*Southwest*)

Steve Fagan Regional Facility Assessor (*Northeast*)

Lucas Wade Regional Facility Assessor (*Northwest*)

BEST FY2018-19 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

Members are encouraged to share relevant issues. 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.

The Division received 52 grant applications for the FY2018-19 BEST grant cycle. The amount initially requested for BEST funds was \$529.1 million with applicants providing \$352.9 million in matching funds. 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.

Division staff have read each application and completed a thorough review process to evaluate scope, budget, proposed solution, conformance with Public School Facility Construction Guidelines (established by the CCAB), and alignment with statewide assessment findings.

Section 6.2 of the BEST Rules requires 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.
 - As used in this subsection, “technology” means hardware, devices, or equipment necessary for individual student learning and classroom instruction, including access to electronic instructional materials, or necessary for professional use by a classroom teacher.
 - 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, Applicant name, Project Title
(*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 questions have been answered, each CCAB member will complete a grant application evaluation sheet;
- 6) CCAB members will then have the option to make a 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 at the minimum required match;
- 8) Upon completion of the waiver review, the next grant application will be introduced;
 - 9) This process will be repeated until all applications have been reviewed;
 - 10) Evaluation sheets will be collected periodically by staff. 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 meeting will adjourn, and reconvene the following day, at which time 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 using a predetermined methodology;
 - Staff will work to identify lease/purchase projects from those prioritized for funding, with a goal to reach the target amounts set by the CCAB without deviating from the prioritized order.
 - 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 State Board shall submit to the Capital Development Committee (CDC) a revised prioritized list that includes only those projects for which the State Board is recommending awards of financial assistance that involve lease-purchase agreements. The CDC may approve the list or may disapprove the list if the CDC concludes that the inclusion of one or more of the projects on the list will unreasonably increase the cost of providing financial assistance for all projects on the list. If the CDC disapproves the revised prioritized list, it shall provide its reasons for doing so in writing to the State Board.

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
- Map of Participating Applicants
- Example of a BEST Grant Application Evaluation Tool
- How Matching Percentages Are Calculated
- 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" has the same meaning as set forth in § 24-30-1301 (2); C.R.S. except that the term also includes technology, as defined in § 22-43.7-109 (5)(a)(I)(B)
- 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 § 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 § 24-30-1303.5, C.R.S.; or

2.3.2.State-owned property leased by the State Board of Land Commissioners, described in § 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, § 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 waiver application using the prescribed waiver 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 § 22-30.5-104 or an Institute Charter School as that term is defined in § 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, utility cost savings associated with any utility costs-savings contract, as defined in § 24-30-2001 (6), 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.If deemed relevant by the applicant, a statement of the applicant's annualized utility costs, including electricity, natural gas, propane, water, sewer, waste removal, telecommunications, internet, or other monthly billed utility services, and the amount of any reduction in such costs expected to result if the applicant receives financial assistance;
 - 5.2.9.A copy of any existing Master Plan or facility assessment relating to the facility(ies) for which Financial Assistance is sought;

- 5.2.10. Any other information that the Board may require for the evaluation of the project;
- 5.2.11. An Application from a School District shall include signatures of the Superintendent and a District Board Officer;
- 5.2.12. An Application from a Charter School shall include signatures of the District Superintendent, School Board Officer, and the Charter School Director;
- 5.2.13. An Application from an Institute Charter School shall include signatures of the Charter School Institute Director and the Institute Charter School Director;
- 5.2.14. An Application from a Board of Cooperative Educational Services shall include signatures of the BOCES Director and a BOCES Board Officer;
- 5.2.15. 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 § 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 Financial Assistance Priority Assessment, conducted pursuant to § 22-43.7-108 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
- 6.2.2. As used in § 22-43.7-109(5)(a)(1), “technology” means hardware, devices, or equipment necessary for individual student learning and classroom instruction, including access to electronic instructional materials, or necessary for professional use by a classroom teacher.
- 6.2.2.1. 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.
- 6.2.3. 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.
- 6.2.4. All other projects.
- 6.2.5. Among other considerations, the Board may take into account the following in reviewing Applications:
- 6.2.5.1. The amount of the matching contribution being provided in excess of or less than the minimum;
- 6.2.5.2. Whether the Applicant has been placed on financial watch by the Colorado Department of Education;
- 6.2.5.3. Overall condition of the Applicant’s existing facilities;
- 6.2.5.4. The project cost per pupil based on number of pupils affected by the proposed Project;
- 6.2.5.5. The project life cycle.
- 6.2.5.6. The Public School Facility’s Facility Condition Index (FCI), Colorado Facility Index (CFI), school priority score and construction guidelines score.

6.2.5.7. 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

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.

DEPARTMENT OF EDUCATION

Division of Public School Capital Construction Assistance

PUBLIC SCHOOL FACILITY CONSTRUCTION GUIDELINES

1 CCR 303-1

PUBLIC SCHOOL FACILITY CONSTRUCTION GUIDELINES, Adopted 11/09/2017**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. 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

3.1.6. National Fire Protection Association (NFPA) 70: National Electrical Code (2014).

3.1.7. National Fire Protection Association (NFPA) 13: Standard for the Installation of Sprinkler Systems, 2013 Edition

3.1.8. National Fire Protection Association (NFPA) 72: National Fire Alarm and Signaling Code, 2013 Edition.

3.1.9. National Fire Protection Association (NFPA) 80: Standard for Fire Doors and Other Opening Protectives, 2016 Edition

3.1.10. ASHRAE Standard 62.1-2013 Ventilation for Acceptable Indoor Air Quality (2013).

3.1.11. Colorado Department of Public Health and Environment which references Air Quality, Hazardous Waste, Public and environmental health, Radiation Control, Solid Waste and Water Quality.

3.1.12. 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.

3.1.13. International Mechanical Code - 2015 Edition, First Printing: May 2014 (Copyright 2014 by International Code Council, Inc. - Washington, D.C.)

3.1.14. International Energy Conservation Code (IECC) - 2015 Edition, First Printing: May 2014 (Copyright 2014 by International Code Council, Inc. - Washington, D.C.)

3.1.15. International Existing Building Code – 2015 Edition, First Printing: May 2014 (Copyright 201 by International Code Council, Inc. - Washington, D.C.)

3.1.16. 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 90.12013.

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 HighPerformance Green Buildings.

4.1.6.4 - Sound levels due to mechanical equipment shall comply with Occupational Safety & Health Administration Standard 1910.95 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 CCR1507-30, to prevent easy access by criminals and vandals, or in a lock-down / lockout 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 sight 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. 4.2 Technology, including but not limited to telecommunications and internet connectivity technology and hardware, devices or equipment necessary for individual student learning and classroom instruction, including access to electronic instructional materials, or necessary for professional use by a classroom teacher.

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

4.2.6.1.2 - ANSI/TIA/EIA-569

4.2.6.1.3 - ANSI/TIA/EIA-606-B

4.2.6.1.4 - ANSI/TIA/EIA-607-B

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 if backup power is required beyond 9 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 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		Total GSF
	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		Auditorium
	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)		Total SF
	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)		Total SF
	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)		
"Gymnasium"	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 24Hour 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.

4.4.4.6.1 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.

4.4.4.7- Landscaping

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

4.4.4.7.2 Plant Materials: Consider Native materials, Xeriscaping.

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

4.4.4.8- Permitting

4.4.4.8.1 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.

4.4.4.8.2 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's 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)(A) *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; (B) As used in this subsection (5)(a)(I), “technology” means hardware, devices, or equipment necessary for individual student learning and classroom instruction, including access to electronic instructional materials, or necessary for professional use by a classroom teacher (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.*

Potential Projects

- 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
- Hardware, devices, and equipment for instructional use
- Other health, safety, security hazards or technology needs

(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.*

Potential Projects

- 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 in certain circumstances, they may not necessarily pose an imminent concern during this application period)

Potential Projects

Improve temperature control and indoor air quality
Air conditioning for convenience
Additional space for new program(s)
HVAC repairs, replacement and new installation for scheduled maintenance
Plumbing fixture upgrades for water savings
Upgrading the electrical systems to meet current energy 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 or code upgrades when not required
Window and door replacement for energy savings
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
Grading to improve site drainage
Upgrade ceiling, wall and floor finishes
Increase storage for better organization
Lighting upgrades
Parking lot paving
Playground or athletic field improvements
Other

Applicant:		Board Member:		
Project Name:				
Grant Application Statutory Need				
Pursuant to 22-43.7-109(5) C.R.S., the board 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:				
Priority 1	This application addresses 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. See glossary for definition of "technology".			
Priority 2	This application will relieve current overcrowding in public school facilities, including but not limited to allowing students to move from temporary instructional facilities into permanent facilities.			
Priority 3	This application is for other types of capital improvements not addressed in priorities 1-2.			
Division Comments: After review of the application, the division would consider this project a priority ___.				
After Review of the Application, the Evaluator would Consider this Application a Priority:				
<i>(Evaluator Comments & Notes)</i>				
Grant Application Scoring Key				
Strongly Disagree 1	Somewhat Disagree 2	Neutral 3	Somewhat Agree 4	Strongly Agree 5
<i>Review each section below and provide a score for each question based on your review of the application. Provide comment for scores of 1 or 2. Comments for scores of 3, 4 or 5 are optional.</i>				
Conditions of the Entire Public School Facility				
Division FCI Comments:				
Division Requirement Comments:				
Evaluator Review of Conditions of the Entire Public School Facility				Score 1-5 for Each
The Facility Condition Index (FCI) from the statewide facility assessment, or an assessment provided by the applicant, supports the scope of the proposed project.				
The requirements noted in the statewide assessment or assessment provided by the applicant, support the deficiencies that are being identified?				
The due diligence performed by the applicant supports the scope of the project.				
Total out of 15:				

<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		

The BEST Grant requires each applicant to provide a local contribution to the project in the form of a match. To determine the financial capacity for a school district, a match percentage is calculated annually using criteria identified in 22-43.7-109(9)(a) C.R.S. The range of all school district matching percentages is normalized so the statewide average is approximately 50%. Below is a guide explaining how school district minimum match percentages are calculated. The following criteria are considered when determining the applicant's minimum matching percentage:

- Per pupil assessed valuation;
- The district’s median household income (using the most current census data);
- Percentage of pupils eligible for free or reduced cost lunch;
- Current bond mill levy;
- Unreserved general fund balance;
- Current bond capacity remaining;
- Bond election failures and successes in the last 10 years.

The per pupil assessed valuation, district median household income, percentage of pupils eligible for free or reduced cost lunch, current bond mill levy, unreserved general fund balance, and current bond capacity remaining for each school district are individually sorted and assigned a number 1-178. The number represents the school district’s rank relative to the statewide average for any given criteria.

Example: 1

District	PPAV	Rank PPAV	Household Income	Rank Household Income	FRED	Rank FRED	Bond Mill Levy	Rank Bond Mill Levy	Unreserved General Fund Balance	Rank Unreserved General Fund Balance	Bond Capacity Remaining	Rank Bond capacity Remaining
A	\$100,000	30	\$30,000	67	79%	7	4.2	34	\$350,000	35	\$1,000,000	92
B	\$ 79,000	11	\$40,000	172	34%	89	11	4	\$700,000	98	\$20,000	2
C	\$217,000	107	\$25,000	8	25%	114	0	80	\$1,500,000	120	\$12,000,000	114

After each criterion is assigned a rank, the rank is then multiplied by a normalization factor and a weighting factor to produce a matching percentage for that individual criterion.

The normalization factor is used to cap the overall matching requirement at 100% and generate a statewide average of 50%. To achieve this, 100 is divided into 178 to produce a normalization factor of .5618.

The Weighting factor is used to assign a specific weight to each statutory criterion.

Example: 2

District	Rank PPAV	PPAV Normalized and Weighted at 5%	Rank Household Income	Household Income Normalized and Weighted at 15%	Rank FRED	FRED Normalized and Weighted at 20%	Rank Bond Mill Levy	Bond Mill Levy Normalized and Weighted at 20%	Rank Unreserved General Fund Balance	Unreserved General Fund Balance Normalized and Weighted at 20%	Rank Bond capacity Remaining	Bond capacity Remaining Normalized and Weighted at 20%
A	30	3%	67	4%	7	1%	34	4%	35	5%	92	13%
B	11	1%	172	10%	89	5%	4	1%	98	14%	2	1%
C	107	6%	8	1%	114	6%	80	9%	120	17%	114	16%

All the individual criteria percentages are then combined to arrive at a minimum matching requirement for those specific criteria.

Example: 3

**SCHOOL DISTRICT MINIMUM MATCHING CALCULATION
FOR BEST GRANT APPLICANTS**

District	PPAV Normalized and Weighted at 5%	Household Income Normalized and Weighted at 15%	FRED Normalized and Weighted at 20%	Bond Mill Levy Normalized and Weighted at 20%	Unreserved General Fund Balance Normalized and Weighted at 20%	Bond capacity Remaining Normalized and Weighted at 20%	Combined Criteria Percentages
A	3%	4%	1%	4%	5%	13%	30%
B	1%	10%	5%	1%	14%	1%	32%
C	6%	1%	6%	9%	17%	16%	55%

The final matching percentage takes the matching percentage listed in example 3 and subtracts 1% for each bond election failure and success during the last 10 years to arrive at the final minimum matching requirement for a school district.

Example: 4

District	Number of Bond Election Successes	Number of Bond Election Failures	Final Minimum Adjusted Match Percentage
A	0	0	30%
B	1	2	29%
C	2	0	53%

BOCES matching percentages are calculated by taking an average of the member districts matching percentages that comprise a particular BOCES to give that BOCES a unique matching percentage.

The charter school match calculation is to be utilized for charter schools who intend to apply for a BEST grant in any given grant cycle.

Starting Point

Weighted average of district matches which comprise the charter school student population

The starting point will be the weighted average district matches of the student body of the charter school. For example if 40% of the charter school population come from district X and 60% comes from district Y the starting point will be a weighted average of the two district matches. This is used since district match is comprised of household income, PPAV, district FRED, Mill Levy and Bonding history. If it is a CSI school the starting point will be half of the statewide BEST district matching average.

Adjustment Factors

Questions Pertaining to Effort

- **Does your authorizing district have 10% or less bonding capacity remaining?**
This is used as an adjustment factor to look at the charter schools ability to provide a match through a district bond election. If the charter school is a CSI charter school their response will automatically be N/A and no adjustment will be made.
- **Is the charter school in a district owned facility?**
This is considered since charter schools in district owned facilities are not required to pay rent or a lease.
- **Over the last 10 years how many times has the charter school attempted to get or attained bond proceeds from an Authorizer's ballot measure for capital needs?**
This is an adjustment factor to evaluate the charter schools past effort to help themselves without State assistance. The number they report needs to be validated by evidence of effort i.e. ballot questions, emails, meeting minutes etc. If the school is a CSI charter school their response will be N/A and no adjustment will be made.
- **Over the last 10 years how many times has the charter school attempted to do a special mill levy override pursuant to 22-30.5-405 for capital needs?**
This is an adjustment factor to evaluate the charter schools past effort to help themselves without State assistance. The number they report needs to be validated by evidence of effort i.e. ballot questions, emails, meeting minutes etc. If the school is a CSI charter school their response will be N/A and no adjustment will be made.
- **Over the last 10 years how many times has the charter school attempted or attained grant funding through a non-BEST source for capital needs?**
This is an adjustment factor to evaluate the charter schools past effort to help themselves without State assistance. The grants they apply for need to be grants for capital needs in which they were not only eligible for but also good candidates for receipt of funds. The number they report needs to be validated by evidence of effort i.e., award letters, formal non-award letters, emails, meeting minutes etc.
- **Over the last 10 years how many times has the charter school attempted or obtained funding through CECFA or another type of financing?**













This is an adjustment factor to evaluate the charter schools past effort to help themselves without State assistance. The number they report needs to be validated by best evidence of effort i.e., award letters, formal non-award letters, application denials, emails, meeting minutes etc.

Questions Pertaining to Capacity

- **Charter school enrollment as a percent of district enrollment**
This is an adjustment factor to help evaluate the likeliness that a charter school could successfully win a special mill levy or bond election if they were the only question on the ballot.
- **Free/Reduced lunch percent in relation to the statewide average charter school free/reduced lunch percent**
This is an adjustment factor which helps evaluate the capabilities of the charter school through a capital campaign or savings to raise a match.
- **Percentage of Per Pupil Revenue spent on Non-Maintenance & Operations facilities costs**
This is an adjustment factor which looks at how much the charter school is spending on facilities and if they are allocating funds to take care of themselves.
- **Unreserved fund balance as a percent of budget**
This is an adjustment factor which looks at the available funds for a match. (NOTE: If the charter school has a parent foundation they need to provide the foundations fund balance as well.)
- **Final Adjusted Match Percentage**
This is calculated by taking the starting point and adding in all the adjustment factors.

Ranges for FY18-19 Grant Cycle

<p>Enrollment as a % of District Spread</p> <p>>25 5%</p> <p>25-22.5 4%</p> <p>22.5-20 3%</p> <p>20-17.5 2%</p> <p>17.5-15 1%</p> <p>15-12.5 0%</p> <p>12.5-10 -1%</p> <p>10-7.5 -2%</p> <p>7.5-5 -3%</p> <p>5-2.5 -4%</p> <p>2.5-0 -5%</p>	<p>Percentage of PPR spent on non M&O facilities costs</p> <p>>25 -5%</p> <p>25-22.5 -4%</p> <p>22.5-20 -3%</p> <p>20-17.5 -2%</p> <p>17.5-15 -1%</p> <p>15-12.5 0%</p> <p>12.5-10 1%</p> <p>10-7.5 2%</p> <p>7.5-5 3%</p> <p>5-2.5 4%</p> <p>2.5-0 5%</p>
<p>Unreserved fund balance as a percent of budget</p> <p>>30 5%</p> <p>30-27 4%</p> <p>27-24 3%</p> <p>24-21 2%</p> <p>21-18 1%</p> <p>18-15 0%</p> <p>15-12 -1%</p> <p>12-9 -2%</p> <p>9-6 -3%</p> <p>6-3 -4%</p> <p>3-<=0 -5%</p>	<p>2016 FRED 41.5% Charter Statewide Average</p> <p>>75.1 -5%</p> <p>75.0-67.6 -4%</p> <p>67.5-60.1 -3%</p> <p>60.0-52.6 -2%</p> <p>52.5-45.1 -1%</p> <p>45.0-37.6 0%</p> <p>37.5-30.1 1%</p> <p>29.9-22.5 2%</p> <p>22.4-15.0 3%</p> <p>14.9-7.5 4%</p> <p>7.4<=0 5%</p>

<u>Starting Point</u>		
Weighted average of district matches which comprise the student population		If the Charter School is a CSI school the starting point is 50% of the average district matches
<u>Yes/No Questions</u>	Yes/No	Adjustment Percentage
Does the district have 10% or less bonding capacity remaining (CSI Schools leave blank)		5% decrease if Yes No change if No
Is the charter school in a district owned facility		5% Increase if Yes No change if No
<u>Over the last 10 years</u>		
How many times has the charter school attempted to or attained bond proceeds from an Authorizer's ballot measure for capital needs (CSI Schools leave blank)		1% decrease in match for each occurrence up to 5%
How many times has the charter school attempted to do a special mill levy override pursuant to 22-30.5 405 for capital needs? (CSI Schools leave blank)		1% decrease in match for each occurrence up to 5%
How many times has the charter school attempted or attained grant funding through a non-BEST source for capital needs		1% decrease in match for each occurrence up to 5%
How many times has the charter school attempted or obtained funding through CECFA or another type of financing		3% decrease in match for attempted 5% decrease for obtained
<u>Adjustments</u>		Adjustment Percentage
Charter school enrollment as a percent of district enrollment (CSI Schools leave blank)		Adjustment of up to 5 percentage points up or down based on relative difference
Free/Reduced lunch percent in relation to the statewide average charter school free/reduced lunch percent		Adjustment of up to 5 percentage points up or down based on relative difference
Percentage of PPR spent on non M&O facilities costs		Adjustment of up to 5 percentage points up or down based on relative difference
Unreserved fund balance as a percent of budget		Adjustment of up to 5 percentage points up or down based on relative difference
Final Adjusted Match Percentage		

BEST GRANT WAIVER EVALUATION TOOL FOR SCHOOL DISTRICTS AND BOCES

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. Subsections A-H to question 2 are related directly to the factors used in calculating the matching contribution; a response indicating “agreed” to a subsection indicates the applicant does not believe this factor is inaccurately or inadequately reflecting financial capacity.

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. Please ensure that responses align with the overall determination or describe why they did not align in the section for Board Member Comments.

- 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 contribution
- N/A - The applicant indicated “agreed” to the matching factor question

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, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your school district or BOCES.

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

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

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

A. 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

B. 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

C. 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

D. 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

E. 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

F. 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

G. 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

H. Other unusual financial burdens not reflected in the match calculation.

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

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? Please include all efforts, even those which may have been unsuccessful.

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

Final Determination

Considering the overall application for a waiver or reduction in the matching contribution, do the circumstances demonstrated by the applicant make a waiver appropriate? YES or NO

Additional Board Member Comments: If responses do not align with overall determination, please indicate why.

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. Subsections A-K to question 2 are related directly to the factors used in calculating the matching contribution; a response indicating “agreed” to a subsection indicates the applicant does not believe this factor is inaccurately or inadequately reflecting financial capacity.

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. Please ensure that responses align with the overall determination or describe why they did not align in the section for Board Member Comments.

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 contribution

N/A - The applicant indicated “agreed” to the matching factor question

Grant Applicant Name _____ Project Name _____

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, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your school district or BOCES.

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

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

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

A. Justification for the 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

B. 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

C. 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

D. 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

E. 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

F. 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

G. 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

H. 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

I. 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

J. 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

K. 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

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? Please include all efforts, even those which may have been unsuccessful.

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

Final Determination

Considering the overall application for a waiver or reduction in the matching contribution, do the circumstances demonstrated by the applicant make a waiver appropriate? YES or NO

Additional Board Member Comments: If responses do not align with overall determination, please indicate why.

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 scored 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

CRS 24-80.1-101 requires state agencies involved with projects affecting properties determined to have historical significance by History Colorado or listed on the State Register of Historic Properties to consult with History Colorado. 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 makes a determination of "adverse effect" the project will require further consultation, modification, or negotiation, with potential resolution from the Governor's Office .

Affected pupils

The total number of pupils currently enrolled (as of October 1, 2017) 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 (CSCC Allocation)

Each year, funds are distributed to qualified charter schools based on pupil count. \$20 million is distributed annually from the State Education Fund and 12.5% of marijuana excise taxes deposited into the Assistance Fund (\$5 million in FY 2017). 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.

Certificate of Participation

A financing tool available for use by the CCAB in funding large grant projects through a Lease/Purchase agreement.

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.

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.

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.

Gross Sq Ft Per Pupil

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

High Performance Certification Program (HPCP)

C.R.S. 24-30-1305.5 requires all new facilities, additions, and renovation projects that meet the following criteria to follow HPCP policy adopted by the Office of the State Architect:

- The project receives 25% or more of state funds; and
- The new facility, addition, or renovation project contains 5,000 or more building square feet; and
- The building includes an HVAC system; and
- In the case of a renovation project, the cost of the renovation exceeds 25% of the current value of the property.

HPCP requires projects to receive third party verification. 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. A modification to the target certification goal may be granted. In instances where achievement of the certification goal is not feasible, an applicant may request a modification of the HPCP policy or a waiver if certain conditions exist.

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.

Operations & Maintenance, Facility Acquisition & Construction (OMFAC)

The combined total reported by district (district and CSDB applicants) or school (charter, BOCES applicants) to CDE finance for fiscal year spending in categories relating to facility plant operations & maintenance, as well as facility acquisition and construction. A 3-year average per pupil is reported for each applicant.

Parsons 2009 Statewide Assessment (SchoolHouse)

The original assessment created with the introduction of the BEST program in 2008. New data is being collected and a new assessment, Facility Insight, has been underway since 2016. As Facility Insight reaches its anticipated 5 year initial coverage, the 2009 Parsons Statewide Assessment will be phased out. The following terms apply only to the 2009 Statewide Assessment:

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 Budget¹

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.

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.

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.

Prioritization Criteria

1. Health, Safety & Technology

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 in Facility Insight is the automatically generated 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.

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***

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

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2018-19 APPLICATION SUMMARIES

LIST OF ALL APPLICATIONS SORTED BY COUNTY



COLORADO
Department of Education

DIVISION OF CAPITAL CONSTRUCTION

MAY 2018

BEST FY2018-19 APPLICATION SUMMARIES

All Applications Sorted by County, then Applicant

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
83	ADAMS	ADAMS 12 FIVE STAR SCHOOLS	DW School Safety & Security	\$492,122.07	\$626,337.18	\$1,118,459.25	\$0.36
98	ADAMS	ADAMS 12 FIVE STAR SCHOOLS	International School at Thornton Middle Roof Replacement	\$585,999.92	\$745,818.08	\$1,331,818.00	\$20.26
102	ADAMS	ADAMS COUNTY 14	Adams City MS Replacement	\$31,405,369.62	\$22,741,819.38	\$54,147,189.00	\$431.47
114	ADAMS	ADAMS COUNTY 14	Alsop ES Replacement	\$19,650,133.78	\$14,229,407.22	\$33,879,541.00	\$444.15
129	ADAMS	MAPLETON 1	Global Intermediate Academy 4-8 School Replacement	\$10,920,379.77	\$8,238,181.23	\$19,158,561.00	\$416.67
140	ADAMS	MAPLETON 1	Valley View K-8 School Replacement	\$13,572,484.35	\$10,238,891.71	\$23,811,376.06	\$394.88
151	ALAMOSA	ALAMOSA RE-11J	AHS Security Upgrade	\$1,063,673.91	\$523,899.09	\$1,587,573.00	\$13.45
158	ARAPAHOE	ADAMS-ARAPAHOE 28J	East Middle School Replacement	\$22,497,500.00	\$22,497,500.00	\$44,995,000.00	\$359.96
169	ARAPAHOE	SHERIDAN 2	New High School	\$37,824,517.12	\$21,276,290.88	\$59,100,808.00	\$484.43
185	ARCHULETA	ARCHULETA COUNTY 50 JT	HS Safety & Security Upgrades	\$199,620.33	\$312,226.67	\$511,847.00	\$5.99
190	ARCHULETA	ARCHULETA COUNTY 50 JT	PK-5 Replacement	\$13,002,217.02	\$20,336,800.98	\$33,339,018.00	\$396.19
197	ARCHULETA	ARCHULETA COUNTY 50 JT	PSMS Renovations	\$1,796,051.40	\$2,809,208.60	\$4,605,260.00	\$75.80
204	BACA	WALSH RE-1	ES and HS Safety and Security	\$279,085.40	\$228,342.60	\$507,428.00	\$9.23

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
211	BOULDER	JUSTICE HIGH SCHOOL	Multi-purpose Room Addition	\$41,580.00	\$90,420.00	\$132,000.00	\$151.03
215	BOULDER	ST VRAIN VALLEY RE 1J	Main Street School Renovation	\$2,246,065.01	\$4,999,305.99	\$7,245,371.00	\$109.02
227	CHAFFEE	BUENA VISTA R-31	BVHS/MS Renovation & Replacement	\$21,362,125.68	\$29,500,078.32	\$50,862,204.00	\$379.21
247	CHEYENNE	KIT CARSON R-1	New PK-12 School	\$24,311,578.59	\$8,048,783.60	\$32,360,362.19	\$532.47
260	COSTILLA	SIERRA GRANDE R-30	New PK-12	\$33,216,172.00	\$12,783,714.00	\$45,999,886.00	\$545.09
270	CSI	GLOBAL VILLAGE ACADEMY - NORTHGLEN	K-8 School Replacement	\$18,643,060.70	\$15,253,413.30	\$33,896,474.00	\$403.58
278	CSI	RICARDO FLORES MAGON ACADEMY	New PK-8 School	\$15,560,678.90	\$818,983.10	\$16,379,662.00	\$493.85
290	EL PASO	ATLAS PREPARATORY	HS Roof Replacement	\$457,104.42	\$331,006.65	\$788,111.07	\$21.83
294	EL PASO	HARRISON 2	ES Security Entrances	\$439,318.32	\$439,318.32	\$878,636.64	\$1.14
303	EL PASO	PEYTON 23 JT	CTEF Roof Replacement	\$205,598.80	\$168,217.20	\$373,816.00	\$24.27
311	EL PASO	THE VANGUARD SCHOOL	ES & HS Roof Replacement	\$174,284.93	\$196,534.06	\$370,818.99	\$26.11
315	FREMONT	CANON CITY RE-1	CCMS Major Renovation & Addition	\$23,545,468.34	\$8,881,839.66	\$32,427,308.00	\$419.56
329	FREMONT	CANON CITY RE-1	WES Replacement	\$16,433,433.56	\$6,199,032.44	\$22,632,466.00	\$481.60
341	HINSDALE	HINSDALE COUNTY RE 1	PK-12 Security Addition & Renovations	\$9,445,933.70	\$4,048,257.30	\$13,494,191.00	\$449.93

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
362	HUERFANO	LA VETA RE-2	New PK-12 School	\$35,503,637.11	\$6,186,122.00	\$41,689,759.11	\$561.97
374	KIT CARSON	BURLINGTON RE-6J	District-wide HVAC & Electrical Renovation	\$4,756,391.19	\$4,217,931.81	\$8,974,323.00	\$48.80
387	LA PLATA	DURANGO 9-R	District-wide Entry Lock Replacement	\$82,401.18	\$201,740.82	\$284,142.00	\$0.31
395	LA PLATA	DURANGO 9-R	HS Partial Roof Replacement	\$200,828.77	\$491,684.23	\$692,513.00	\$11.54
399	LARIMER	POUDRE R-1	MS HS Dust Collection Systems	\$130,885.12	\$278,130.88	\$409,016.00	\$12.32
408	LARIMER	THOMPSON R2-J	District-Wide Classroom Projection Technology	\$30,618.84	\$78,734.16	\$109,353.00	\$138.07
413	LAS ANIMAS	TRINIDAD 1	Trinidad Middle School Renovation	\$8,439,045.12	\$4,746,962.88	\$13,186,008.00	\$130.59
435	LINCOLN	LIMON RE-4J	Gym Roof Replacement	\$212,774.16	\$160,513.84	\$373,288.00	\$27.05
439	LOGAN	BUFFALO RE-4J	HS Water Mitigation	\$369,682.53	\$30,017.47	\$399,700.00	\$277.57
448	MESA	MESA COUNTY VALLEY 51	Orchard Mesa MS Replacement	\$13,969,263.00	\$25,942,917.00	\$39,912,180.00	\$399.92
456	MONTROSE	MONTROSE COUNTY RE-1J	Multiple School Hazmat Abatement	\$1,113,864.57	\$1,742,198.43	\$2,856,063.00	\$54.67
469	OTERO	MANZANOLA 3J	PK-12 Addition and Remodel	\$30,747,768.00	\$2,018,153.00	\$32,765,921.00	\$508.79
481	OURAY	OURAY R-1	PK-12 Supplemental	\$267,750.00	\$157,250.00	\$425,000.00	\$7.59
491	PHILLIPS	HAXTUN RE-2J	K-12 Roof Replacement & HVAC Renovations	\$2,318,972.04	\$814,773.96	\$3,133,746.00	\$33.01

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
505	PROWERS	LAMAR RE-2	HS & HOPE Center Mechanical & Security Upgrades	\$4,429,262.47	\$3,927,836.53	\$8,357,099.00	\$57.79
517	PUEBLO	SWALLOWES CHARTER ACADEMY	Modular Replacement	\$19,680,496.15	\$411,894.00	\$20,092,390.15	\$439.13
544	RIO BLANCO	MEEKER RE1	HS Renovation and Expansion	\$19,448,042.80	\$31,731,017.20	\$51,179,060.00	\$569.95
558	ROUTT	HAYDEN RE-1	JrSr HS Replacement and ES Renovation	\$38,879,497.00	\$22,296,400.00	\$61,175,897.00	\$446.66
577	ROUTT	SOUTH ROUTT RE 3	HS South Roof Replacement	\$378,289.98	\$241,857.52	\$620,147.50	\$30.25
583	ROUTT	STEAMBOAT SPRINGS RE-2	ES, MS, HS Roofing Replacement	\$537,491.34	\$2,448,571.66	\$2,986,063.00	\$12.50
592	SUMMIT	SUMMIT RE-1	ES, MS, HS Roofing and HVAC Repairs	\$1,600,127.82	\$6,400,511.29	\$8,000,639.11	\$12.77
603	SUMMIT	SUMMIT RE-1	ES, MS, HS Safety and Security Upgrades	\$1,232,781.39	\$4,931,125.54	\$6,163,906.93	\$9.11
614	WELD	FRONTIER ACADEMY	ES Flood Mitigation	\$57,232.98	\$52,830.44	\$110,063.42	\$8.34
620	YUMA	WRAY RD-2	PK-12 Addition/Renovation	\$18,974,060.46	\$15,524,231.29	\$34,498,291.75	\$228.75
629	YUMA	YUMA 1	MS HVAC and Boiler Replacement	\$304,770.95	\$249,358.05	\$554,129.00	\$21.73
Totals:				\$523,037,492.61	\$351,846,391.56	\$874,883,884.17	

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2018-19 APPLICATION SUMMARIES

LIST OF CHARTER SCHOOL APPLICATIONS SORTED BY COUNTY



COLORADO
Department of Education

DIVISION OF CAPITAL CONSTRUCTION

MAY 2018

BEST FY2018-19 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
211	BOULDER	JUSTICE HIGH SCHOOL	Multi-purpose Room Addition	\$41,580.00	\$90,420.00	\$132,000.00	\$151.03
270	CSI	GLOBAL VILLAGE ACADEMY - NORTHGLENN	K-8 School Replacement	\$18,643,060.70	\$15,253,413.30	\$33,896,474.00	\$403.58
278	CSI	RICARDO FLORES MAGON ACADEMY	New PK-8 School	\$15,560,678.90	\$818,983.10	\$16,379,662.00	\$493.85
290	EL PASO	ATLAS PREPARATORY	HS Roof Replacement	\$457,104.42	\$331,006.65	\$788,111.07	\$21.83
311	EL PASO	THE VANGUARD SCHOOL	ES & HS Roof Replacement	\$174,284.93	\$196,534.06	\$370,818.99	\$26.11
517	PUEBLO	SWALLOWS CHARTER ACADEMY	Modular Replacement	\$19,680,496.15	\$411,894.00	\$20,092,390.15	\$439.13
614	WELD	FRONTIER ACADEMY	ES Flood Mitigation	\$57,232.98	\$52,830.44	\$110,063.42	\$8.34
Totals:				\$54,614,438.08	\$17,155,081.55	\$71,769,519.63	

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2018-19 APPLICATION SUMMARIES

**LIST OF APPLICATIONS WITH MATCHING FUNDS FROM A
PROPOSED 2018 BOND ELECTION**



COLORADO
Department of Education

DIVISION OF CAPITAL CONSTRUCTION

MAY 2018

BEST FY2018-19 APPLICATION SUMMARIES

List of Applications with Matching Funds from a Proposed 2018 Bond Election

Page #	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
102	ADAMS	ADAMS COUNTY 14	Adams City MS Replacement	\$31,405,369.62	\$22,741,819.38	\$54,147,189.00	\$431.47
169	ARAPAHOE	SHERIDAN 2	New High School	\$37,824,517.12	\$21,276,290.88	\$59,100,808.00	\$484.43
190	ARCHULETA	ARCHULETA COUNTY 50 JT	PK-5 Replacement	\$13,002,217.02	\$20,336,800.98	\$33,339,018.00	\$396.19
197	ARCHULETA	ARCHULETA COUNTY 50 JT	PSMS Renovations	\$1,796,051.40	\$2,809,208.60	\$4,605,260.00	\$75.80
247	CHEYENNE	KIT CARSON R-1	New PK-12 School	\$24,311,578.59	\$8,048,783.60	\$32,360,362.19	\$532.47
260	COSTILLA	SIERRA GRANDE R-30	New PK-12	\$33,216,172.00	\$12,783,714.00	\$45,999,886.00	\$545.09
341	HINSDALE	HINSDALE COUNTY RE 1	PK-12 Security Addition & Renovations	\$9,445,933.70	\$4,048,257.30	\$13,494,191.00	\$449.93
362	HUERFANO	LA VETA RE-2	New PK-12 School	\$35,503,637.11	\$6,186,122.00	\$41,689,759.11	\$561.97
413	LAS ANIMAS	TRINIDAD 1	Trinidad Middle School Renovation	\$8,439,045.12	\$4,746,962.88	\$13,186,008.00	\$130.59
469	OTERO	MANZANOLA 3J	PK-12 Addition and Remodel	\$30,747,768.00	\$2,018,153.00	\$32,765,921.00	\$508.79
505	PROWERS	LAMAR RE-2	HS & HOPE Center Mechanical & Security Upgrades	\$4,429,262.47	\$3,927,836.53	\$8,357,099.00	\$57.79
544	RIO BLANCO	MEEKER RE1	HS Renovation and Expansion	\$19,448,042.80	\$31,731,017.20	\$51,179,060.00	\$569.95
620	YUMA	WRAY RD-2	PK-12 Addition/Renovation	\$18,974,060.46	\$15,524,231.29	\$34,498,291.75	\$228.75
				Totals:	\$268,543,655.41	\$156,179,197.64	\$424,722,853.05

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2018-19 APPLICATION SUMMARIES

LIST OF APPLICATIONS WITH A WAIVER REQUEST



COLORADO
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BEST FY2018-19 APPLICATION SUMMARIES

List of Applications with a Waiver Request (Excluding Statutory Waivers)

Page #	County		Amount of Grant Request	Amount of Applicant Contribution	Total Project Costs	Cost Per Sq Ft
278	CSI	RICARDO FLORES MAGON ACADEMY	\$15,560,678.90	\$818,983.10	\$16,379,662.00	\$493.85
315	FREMONT	CANON CITY RE-1	\$23,545,468.34	\$8,881,839.66	\$32,427,308.00	\$419.56
329	FREMONT	CANON CITY RE-1	\$16,433,433.56	\$6,199,032.44	\$22,632,466.00	\$481.60
341	HINSDALE	HINSDALE COUNTY RE 1	\$9,445,933.70	\$4,048,257.30	\$13,494,191.00	\$449.93
413	LAS ANIMAS	TRINIDAD 1	\$8,439,045.12	\$4,746,962.88	\$13,186,008.00	\$130.59
439	LOGAN	BUFFALO RE-4J	\$369,682.53	\$30,017.47	\$399,700.00	\$277.57
481	OURAY	OURAY R-1	\$267,750.00	\$157,250.00	\$425,000.00	\$7.59
491	PHILLIPS	HAXTUN RE-2J	\$2,318,972.04	\$814,773.96	\$3,133,746.00	\$33.01
517	PUEBLO	SWALLOWS CHARTER ACADEMY	\$19,680,496.15	\$411,894.00	\$20,092,390.15	\$439.13
544	RIO BLANCO	MEEKER RE1	\$19,448,042.80	\$31,731,017.20	\$51,179,060.00	\$569.95
558	ROUTT	HAYDEN RE-1	\$38,879,497.00	\$22,296,400.00	\$61,175,897.00	\$446.66
Totals:						\$234,525,428.15

BUILDING EXCELLENT SCHOOLS TODAY (BEST) FY2018-19 APPLICATION SUMMARIES

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



COLORADO
Department of Education

DIVISION OF CAPITAL CONSTRUCTION

MAY 2018

BEST FY2018-19 APPLICATION SUMMARIES

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

Page #	County	Applicant Name	Project Title
83	ADAMS	ADAMS 12 FIVE STAR SCHOOLS	DW School Safety & Security
98	ADAMS	ADAMS 12 FIVE STAR SCHOOLS	International School at Thornton Middle Roof Replacement
102	ADAMS	ADAMS COUNTY 14	Adams City MS Replacement
114	ADAMS	ADAMS COUNTY 14	Alsup ES Replacement
129	ADAMS	MAPLETON 1	Global Intermediate Academy 4-8 School Replacement
140	ADAMS	MAPLETON 1	Valley View K-8 School Replacement
151	ALAMOSA	ALAMOSA RE-11J	AHS Security Upgrade
158	ARAPAHOE	ADAMS-ARAPAHOE 28J	East Middle School Replacement
169	ARAPAHOE	SHERIDAN 2	New High School
185	ARCHULETA	ARCHULETA COUNTY 50 JT	HS Safety & Security Upgrades
190	ARCHULETA	ARCHULETA COUNTY 50 JT	PK-5 Replacement
197	ARCHULETA	ARCHULETA COUNTY 50 JT	PSMS Renovations
204	BACA	WALSH RE-1	ES and HS Safety and Security
211	BOULDER	JUSTICE HIGH SCHOOL	Multi-purpose Room Addition
215	BOULDER	ST VRAIN VALLEY RE 1J	Main Street School Renovation
227	CHAFFEE	BUENA VISTA R-31	BVHS/MS Renovation & Replacement
247	CHEYENNE	KIT CARSON R-1	New PK-12 School
260	COSTILLA	SIERRA GRANDE R-30	New PK-12
270	CSI	GLOBAL VILLAGE ACADEMY - NORTHGLEN	K-8 School Replacement
278	CSI	RICARDO FLORES MAGON ACADEMY	New PK-8 School
290	EL PASO	ATLAS PREPARATORY	HS Roof Replacement
294	EL PASO	HARRISON 2	ES Security Entrances
303	EL PASO	PEYTON 23 JT	CTEF Roof Replacement
311	EL PASO	THE VANGUARD SCHOOL	ES & HS Roof Replacement
315	FREMONT	CANON CITY RE-1	CCMS Major Renovation & Addition
329	FREMONT	CANON CITY RE-1	WES Replacement

Page #	County	Applicant Name	Project Title
341	HINSDALE	HINSDALE COUNTY RE 1	PK-12 Security Addition & Renovations
362	HUERFANO	LA VETA RE-2	New PK-12 School
374	KIT CARSON	BURLINGTON RE-6J	District-wide HVAC & Electrical Renovation
387	LA PLATA	DURANGO 9-R	District-wide Entry Lock Replacement
395	LA PLATA	DURANGO 9-R	HS Partial Roof Replacement
399	LARIMER	POUDRE R-1	MS HS Dust Collection Systems
408	LARIMER	THOMPSON R2-J	District-Wide Classroom Projection Technology
413	LAS ANIMAS	TRINIDAD 1	Trinidad Middle School Renovation
435	LINCOLN	LIMON RE-4J	Gym Roof Replacement
439	LOGAN	BUFFALO RE-4J	HS Water Mitigation
448	MESA	MESA COUNTY VALLEY 51	Orchard Mesa MS Replacement
456	MONTROSE	MONTROSE COUNTY RE-1J	Multiple School Hazmat Abatement
469	OTERO	MANZANOLA 3J	PK-12 Addition and Remodel
481	OURAY	OURAY R-1	PK-12 Supplemental
491	PHILLIPS	HAXTUN RE-2J	K-12 Roof Replacement & HVAC Renovations
505	PROWERS	LAMAR RE-2	HS & HOPE Center Mechanical & Security Upgrades
517	PUEBLO	SWALLOWS CHARTER ACADEMY	Modular Replacement
544	RIO BLANCO	MEEKER RE1	HS Renovation and Expansion
558	ROUTT	HAYDEN RE-1	JrSr HS Replacement and ES Renovation
577	ROUTT	SOUTH ROUTT RE 3	HS South Roof Replacement
583	ROUTT	STEAMBOAT SPRINGS RE-2	ES, MS, HS Roofing Replacement
592	SUMMIT	SUMMIT RE-1	ES, MS, HS Roofing and HVAC Repairs
603	SUMMIT	SUMMIT RE-1	ES, MS, HS Safety and Security Upgrades
614	WELD	FRONTIER ACADEMY	ES Flood Mitigation
620	YUMA	WRAY RD-2	PK-12 Addition/Renovation
629	YUMA	YUMA 1	MS HVAC and Boiler Replacement

● Facilities Impacted by this Grant Application ●

ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Arapahoe Ridge ES - 1998 *

School Name: Arapahoe Ridge ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	51,666
Replacement Value:	\$12,832,189
Condition Budget:	\$5,976,640
Total FCI:	46.58%
Energy Budget:	\$18,083
Suitability Budget:	\$3,185,800
Total RSLI:	18%
Total CFI:	71.5%
Condition Score: (60%)	3.63
Energy Score: (0%)	2.50
Suitability Score: (40%)	4.24
School Score:	3.87



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Century MS - 1998*

School Name: Century MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	119,030
Replacement Value:	\$35,844,112
Condition Budget:	\$12,585,362
Total FCI:	35.11%
Energy Budget:	\$41,661
Suitability Budget:	\$5,223,300
Total RSLI:	22%
Total CFI:	49.8%
Condition Score: (60%)	3.81
Energy Score: (0%)	2.40
Suitability Score: (40%)	4.46
School Score:	4.07



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Coronado Hills ES - 2009*

School Name: Coronado Hills ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	71,965
Replacement Value:	\$18,858,817
Condition Budget:	\$67,405
Total FCI:	0.36%
Energy Budget:	\$0
Suitability Budget:	\$100,500
Total RSLI:	54%
Total CFI:	0.9%
Condition Score: (60%)	4.35
Energy Score: (0%)	2.71
Suitability Score: (40%)	4.96
School Score:	4.59



*2009 Assessment Data

● Facilities Impacted by this Grant Application ●

ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Cotton Creek ES - 1979*

School Name: Cotton Creek ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	48,982
Replacement Value:	\$11,861,799
Condition Budget:	\$2,723,118
Total FCI:	22.96%
Energy Budget:	\$0
Suitability Budget:	\$2,104,800
Total RSLI:	21%
Total CFI:	40.7%
Condition Score: (60%)	3.34
Energy Score: (0%)	2.81
Suitability Score: (40%)	4.07
School Score:	3.63



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Coyote Ridge ES - 1999*

School Name: Coyote Ridge ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	52,456
Replacement Value:	\$12,928,482
Condition Budget:	\$2,086,484
Total FCI:	16.14%
Energy Budget:	\$0
Suitability Budget:	\$2,681,500
Total RSLI:	21%
Total CFI:	36.9%
Condition Score: (60%)	3.67
Energy Score: (0%)	3.33
Suitability Score: (40%)	4.24
School Score:	3.90



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Eagleview ES - 1998*

School Name: Eagleview ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	73,458
Replacement Value:	\$19,356,857
Condition Budget:	\$7,442,290
Total FCI:	38.45%
Energy Budget:	\$0
Suitability Budget:	\$2,116,000
Total RSLI:	32%
Total CFI:	49.4%
Condition Score: (60%)	3.75
Energy Score: (0%)	2.81
Suitability Score: (40%)	4.58
School Score:	4.08



*2009 Assessment Data

● **Facilities Impacted by this Grant Application** ●

ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Federal Heights ES - 1985*

School Name: Federal Heights ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	54,400
Replacement Value:	\$13,933,163
Condition Budget:	\$4,932,364
Total FCI:	35.40%
Energy Budget:	\$0
Suitability Budget:	\$3,548,500
Total RSLI:	21%
Total CFI:	60.9%
Condition Score: (60%)	3.56
Energy Score: (0%)	2.60
Suitability Score: (40%)	3.66
School Score:	3.60



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Five Star Stadium - 1975
No Statewide Facility Assessment Information Available

ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Futures Center HS - 2004
No Statewide Facility Assessment Information Available

ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Horizon HS/Brighton Pre-K - 1987*

School Name: Horizon HS/Bright Horizon Pre-K

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	279,127
Replacement Value:	\$83,848,456
Condition Budget:	\$40,404,692
Total FCI:	48.19%
Energy Budget:	\$97,694
Suitability Budget:	\$18,310,200
Total RSLI:	21%
Total CFI:	70.1%
Condition Score: (60%)	3.41
Energy Score: (0%)	2.77
Suitability Score: (40%)	3.73
School Score:	3.54



*2009 Assessment Data

● Facilities Impacted by this Grant Application ●

ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Hulstrom Options - 1965*

School Name: Hulstrom K-8

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	69,783
Replacement Value:	\$17,543,103
Condition Budget:	\$3,787,785
Total FCI:	21.59%
Energy Budget:	\$0
Suitability Budget:	\$2,568,800
Total RSLI:	34%
Total CFI:	36.2%
Condition Score: (60%)	3.42
Energy Score: (0%)	2.50
Suitability Score: (40%)	4.23
School Score:	3.75



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Hunters Glen ES - 1987*

School Name: Hunters Glen ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	48,957
Replacement Value:	\$12,332,294
Condition Budget:	\$2,227,904
Total FCI:	18.07%
Energy Budget:	\$0
Suitability Budget:	\$2,876,700
Total RSLI:	31%
Total CFI:	41.4%
Condition Score: (60%)	3.68
Energy Score: (0%)	2.50
Suitability Score: (40%)	4.23
School Score:	3.90



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Legacy HS - 2000*

School Name: Legacy HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	244,014
Replacement Value:	\$78,280,554
Condition Budget:	\$32,265,800
Total FCI:	41.22%
Energy Budget:	\$0
Suitability Budget:	\$3,008,500
Total RSLI:	20%
Total CFI:	45.1%
Condition Score: (60%)	3.78
Energy Score: (0%)	2.81
Suitability Score: (40%)	4.77
School Score:	4.17



*2009 Assessment Data

● Facilities Impacted by this Grant Application ●

ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Meridan ES - 2004*

School Name: Meridan ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	64,917
Replacement Value:	\$14,626,948
Condition Budget:	\$670,949
Total FCI:	4.59%
Energy Budget:	\$0
Suitability Budget:	\$424,600
Total RSLI:	39%
Total CFI:	7.5%
Condition Score: (60%)	3.93
Energy Score: (0%)	3.13
Suitability Score: (40%)	4.71
School Score:	4.24



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Mtn. Range HS - 2006*

School Name: Mtn Range HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	248,446
Replacement Value:	\$76,031,186
Condition Budget:	\$1,466,747
Total FCI:	1.93%
Energy Budget:	\$0
Suitability Budget:	\$1,470,000
Total RSLI:	43%
Total CFI:	3.9%
Condition Score: (60%)	3.80
Energy Score: (0%)	3.23
Suitability Score: (40%)	4.85
School Score:	4.22



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Mountain View ES - 1980*

School Name: Mtn View ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	68,088
Replacement Value:	\$16,337,009
Condition Budget:	\$3,040,332
Total FCI:	18.61%
Energy Budget:	\$0
Suitability Budget:	\$3,437,600
Total RSLI:	37%
Total CFI:	39.7%
Condition Score: (60%)	3.41
Energy Score: (0%)	3.13
Suitability Score: (40%)	3.99
School Score:	3.64



*2009 Assessment Data

● **Facilities Impacted by this Grant Application** ●

ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - North Stadium - 1965
No Statewide Facility Assessment Information Available

ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Northglenn HS - 1965*

School Name: Northglenn HS

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	299,146
Replacement Value:	\$92,529,725
Condition Budget:	\$44,898,716
Total FCI:	48.52%
Energy Budget:	\$104,701
Suitability Budget:	\$6,325,500
Total RSLI:	16%
Total CFI:	55.5%
Condition Score: (60%)	3.18
Energy Score: (0%)	2.08
Suitability Score: (40%)	4.61
School Score:	3.76



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Northglenn MS - 1961*

School Name: Northglenn MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	90,705
Replacement Value:	\$23,042,828
Condition Budget:	\$6,798,409
Total FCI:	29.50%
Energy Budget:	\$0
Suitability Budget:	\$6,693,500
Total RSLI:	25%
Total CFI:	58.6%
Condition Score: (60%)	3.45
Energy Score: (0%)	2.71
Suitability Score: (40%)	4.06
School Score:	3.69



*2009 Assessment Data

● Facilities Impacted by this Grant Application ●

ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Prairie Hills ES - 2003*

School Name: Prairie Hills ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	63,230
Replacement Value:	\$15,559,626
Condition Budget:	\$2,685,921
Total FCI:	17.26%
Energy Budget:	\$0
Suitability Budget:	\$1,243,300
Total RSLI:	33%
Total CFI:	25.3%
Condition Score: (60%)	3.91
Energy Score: (0%)	3.02
Suitability Score: (40%)	4.54
School Score:	4.16



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Riverdale ES - 1987*

School Name: Riverdale ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	54,390
Replacement Value:	\$13,937,895
Condition Budget:	\$5,883,148
Total FCI:	42.21%
Energy Budget:	\$0
Suitability Budget:	\$1,102,000
Total RSLI:	18%
Total CFI:	50.1%
Condition Score: (60%)	3.70
Energy Score: (0%)	2.92
Suitability Score: (40%)	4.62
School Score:	4.06



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Rocky Mtn. ES - 1987*

School Name: Rocky Mtn ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	54,288
Replacement Value:	\$13,629,685
Condition Budget:	\$7,136,540
Total FCI:	52.36%
Energy Budget:	\$19,001
Suitability Budget:	\$1,755,900
Total RSLI:	14%
Total CFI:	65.4%
Condition Score: (60%)	3.66
Energy Score: (0%)	2.08
Suitability Score: (40%)	4.37
School Score:	3.94



*2009 Assessment Data

● Facilities Impacted by this Grant Application ●

ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Rocky Top MS - 2004*

School Name: Rocky Top MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	150,494
Replacement Value:	\$45,319,027
Condition Budget:	\$608,601
Total FCI:	1.34%
Energy Budget:	\$0
Suitability Budget:	\$622,700
Total RSLI:	37%
Total CFI:	2.7%
Condition Score: (60%)	4.13
Energy Score: (0%)	2.19
Suitability Score: (40%)	4.82
School Score:	4.41



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Silver Creek ES - 2006*

School Name: Silver Creek ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	65,201
Replacement Value:	\$17,035,817
Condition Budget:	\$311,303
Total FCI:	1.83%
Energy Budget:	\$0
Suitability Budget:	\$775,200
Total RSLI:	44%
Total CFI:	6.4%
Condition Score: (60%)	3.99
Energy Score: (0%)	2.40
Suitability Score: (40%)	4.61
School Score:	4.24



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Silver Hills MS - 2007*

School Name: Silver Hills MS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	149,769
Replacement Value:	\$69,357,900
Condition Budget:	\$1,034,372
Total FCI:	1.49%
Energy Budget:	\$0
Suitability Budget:	\$954,300
Total RSLI:	57%
Total CFI:	2.9%
Condition Score: (60%)	4.02
Energy Score: (0%)	2.71
Suitability Score: (40%)	4.86
School Score:	4.35



*2009 Assessment Data

● **Facilities Impacted by this Grant Application** ●

ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Stellar ES - 2007*

School Name: Stellar ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	67,395
Replacement Value:	\$17,533,144
Condition Budget:	\$339,349
Total FCI:	1.94%
Energy Budget:	\$0
Suitability Budget:	\$1,079,900
Total RSLI:	47%
Total CFI:	8.1%
Condition Score: (60%)	4.04
Energy Score: (0%)	3.02
Suitability Score: (40%)	4.82
School Score:	4.35



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - STEM Lab - 1971

District:	Auditor - Adams 12
School Name:	STEM Lab
Gross Area (SF):	125,699
Number of Buildings:	1
Replacement Value:	\$39,834,262
Condition Budget:	\$21,533,457
Total FCI:	0.54
Adequacy Index:	0.24



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - STEM Launch - 1977*

School Name: STEM Launch

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	105,949
Replacement Value:	\$31,564,365
Condition Budget:	\$11,397,982
Total FCI:	36.11%
Energy Budget:	\$37,082
Suitability Budget:	\$7,871,700
Total RSLI:	23%
Total CFI:	61.2%
Condition Score: (60%)	3.64
Energy Score: (0%)	2.40
Suitability Score: (40%)	4.41
School Score:	3.95



*2009 Assessment Data

● **Facilities Impacted by this Grant Application** ●

ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Studio School - 1960*

School Name: Studio School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	41,363
Replacement Value:	\$12,246,057
Condition Budget:	\$2,334,945
Total FCI:	19.07%
Energy Budget:	\$0
Suitability Budget:	\$3,336,000
Total RSLI:	33%
Total CFI:	46.3%
Condition Score: (60%)	3.59
Energy Score: (0%)	2.81
Suitability Score: (40%)	3.45
School Score:	3.53



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Thornton ES - 1976*

School Name: Thornton ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	48,608
Replacement Value:	\$11,236,474
Condition Budget:	\$4,206,714
Total FCI:	37.44%
Energy Budget:	\$17,013
Suitability Budget:	\$2,557,000
Total RSLI:	21%
Total CFI:	60.3%
Condition Score: (60%)	3.38
Energy Score: (0%)	1.77
Suitability Score: (40%)	3.98
School Score:	3.62



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Thornton HS - 1974*

School Name: Thornton HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	235,930
Replacement Value:	\$72,307,182
Condition Budget:	\$28,908,618
Total FCI:	39.98%
Energy Budget:	\$82,576
Suitability Budget:	\$3,633,600
Total RSLI:	20%
Total CFI:	45.1%
Condition Score: (60%)	3.17
Energy Score: (0%)	2.40
Suitability Score: (40%)	4.60
School Score:	3.74



*2009 Assessment Data

● **Facilities Impacted by this Grant Application** ●

ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - The International School at Thornton MS - 1992

District:	Auditor - Adams 12
School Name:	The International School at Thornton MS
Gross Area (SF):	129,624
Number of Buildings:	3
Replacement Value:	\$37,126,551
Condition Budget:	\$23,763,162
Total FCI:	0.64
Adequacy Index:	0.27



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Vantage Point HS/High Plains HS - 1964*
School Name: Vantage Pt HS/High Plain HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	81,608
Replacement Value:	\$22,397,525
Condition Budget:	\$7,972,325
Total FCI:	35.59%
Energy Budget:	\$28,563
Suitability Budget:	\$1,637,400
Total RSLI:	21%
Total CFI:	43.0%
Condition Score: (60%)	3.24
Energy Score: (0%)	2.50
Suitability Score: (40%)	4.35
School Score:	3.68



ADAMS 12 FIVE STAR SCHOOLS - DW School Safety & Security - Veterans Memorial Aquatic Center - 2010
No Statewide Facility Assessment Information Available

*2009 Assessment Data

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: ADAMS 12 FIVE STAR SCHOOLS

County: ADAMS

Project Title: DW School Safety & Security

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"/> Technology |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Adams 12 Five Star Schools is the fifth largest public school district in Colorado with nearly 36,000 students. Adams 12 four year on-time graduation rates have risen consistently over the last decade to 84.4% in 2017 which is an 11% improvement from 2010. Several district schools received state awards from the Colorado Department of Education, including three Centers of Excellence awards, six Governor's Distinguished Improvement awards, and five John Irwin School of Excellence awards. Adams 12 Five Star Schools has been accredited as a Performance District for the second consecutive year due to improvement in academic achievement and postsecondary and workforce readiness.

Adams 12 secures each of its 30 elementary and 10 middle schools during school hours by locking exterior doors and requiring visitors enter through a secured entrance into an administrative area before accessing the rest of the school. Schools have card access on certain exterior doors to allow faculty and staff access to the facility while simultaneously allowing the district Communication Center to monitor that traffic. This card access is an essential piece of lockdown/lockout and crisis response procedures as it allows staff and students to enter the building efficiently in the event of an emergency outside the school, and to keep the building locked from that outside danger. Currently the lockdown procedure for schools without card access at exterior doors would leave those doors unlocked to allow emergency personnel to enter the building quickly in the event of an emergency. Card access would allow that access without compromising the exterior envelope, because emergency personnel could use their card access to enter the building, while potential threats could not.

Deficiencies Associated with this Project:

Adams 12 strives to ensure the safety of its schools through policies and procedures that protect schools from unauthorized intrusion of outsiders. One such procedure is the card access system that allows all exterior doors to remain locked, allowing only authorized staff to enter the facilities quickly and efficiently, eliminating the danger of lost keys.

The district currently uses Casi Rusco door access cards and Facilities Commander (FC) software in the Communications Center to centrally control building access and lock down/outs centrally. Lenel (a UTC Subsidiary) announced the end of life for legacy systems that support the Casi Rusco standard by 2020. This includes Facilities Commander. By 2020 the software will no longer support the hardware we have in place throughout the district, and new software cannot support the existing hardware in an acceptable way.

An unsupported card access system would mean a substantial step backward for the security of the district, forcing a return to issuing faculty and staff brass keys that are susceptible to loss, and are not capable of being monitored by the security department at Adams 12. The only alternative to this brass key system would be to unsecure exterior doors, which the district feels would expose students within.

With card access, the district is able to monitor who has access to the schools, and when, whereas with physical keys that capability is lost. Furthermore, in the event of a school emergency, card access allows faculty and staff to move students into the school quickly and efficiently to a lockdown scenario. Installing additional card access at sites that do not have it allows

BEST FY2018-19 GRANT APPLICATION SUMMARIES

law enforcement access to a secured building during lockdown. The schools currently without card access must unlock exterior doors during a lockdown event, so that law enforcement can enter. Monitoring capabilities will be lost should the district lose its card access system due to unsupported hardware and software.

Proposed Solution to Address the Deficiencies Stated Above:

We propose replacing the unsupported, existing hardware at the 37 affected schools throughout the district. In addition to swapping out the obsolete card readers, this project would involve configuring the Avigilon software at each location, purchasing the licensing for said hardware, and upgrading wiring to each door for the new hardware. This new hardware will be able to communicate to the district Communications Center (the security hub of the district) via a much improved software platform in a way that the current system cannot.

This project will also allow for the replacement of all the existing un-secured staff credentials with the new HID SEOS cards to take advantage of the more secure hardware. These new cards cannot be copied through unsecure means, as the old ones could, leading to improved security throughout the district.

This project will be managed by a District Project Manager from the design phase and throughout construction.

How Urgent is this Project?

Adams 12 regards the safety of its community to be its top priority. In order to have a successful learning environment, it is absolutely necessary that students and staff of Adams 12 Five Star Schools are safe. The district has adopted policies, procedures, and agreements that protect students and staff, including secured entries, background checks for all visitors to school buildings, and card access at key entry points to our buildings. These protocols will have to be abandoned with a return to unsecure key systems that can be compromised via lost keys, and can be unreliable in the event of a school emergency. In a worst case scenario, the school would have no option but to leave its doors unlocked during the school day. Should this project not be awarded, A12 will lose the ability to secure our buildings. There is no planned funding in the event Facilities Commander stops working post-2020, leaving the 37 sites and nearly 26,000 students, at risk without adequate equipment for secured entry protocols.

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.

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 are put before voters when deemed 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, with the highest priority given to issues of safety and security.

This proposed project is the result of an unexpected move by the manufacturer to no longer support the system and hardware that the district has in place. The new system would be maintained and monitored by the district security and electronics staff with the same level of care of the current system. Future maintenance and replacements will be conducted by district technicians and the Facilities Design & Construction departments.

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 project would impact 37 school buildings owned by the district, ranging from ten to over fifty years old. Each of these

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facilities present unique safety and security challenges, compounded by their age and condition. Each building plays an essential role in supporting the education of our students. The district strives to create the best possible environment for its students and staff, while incorporating safety and security.

Adams 12 Five Star Schools Facilities Design and Construction team, along with district maintenance staff update and maintain each building to comply with national and district standards, to ensure the health, safety, and welfare of the occupants. The intent of this project is to replace an aging and unsupported secure access system across the district, to sustain the safety and security of our facilities. By addressing this need now, A12 can ensure the safety and security of its students, staff, and visitors before the systems become critical.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Adams 12 Five Star Schools strives to create a comfortable and quality learning environment for each of its 36,000 students across its 50 school buildings and 12 support buildings. The Facilities Design & Construction Department supports this mission with a team of eight project managers and four planners. This team manages both capital and bond projects so that they conform both to district and superintendent policies, as well as industry standards. All funding decisions are to advocate student and staff safety, improve the learning environment for students, and maximize the return on the taxpayers' investment in our district.

Currently the district is in the middle of a \$350M bond initiative that is aimed at reducing the total deferred maintenance throughout the district. This bond, along with the annual capital operations budget, are the backbone of the district's strategy to improve its facilities for students and staff. This bond, the first for Adams 12 Five Star Schools since 2004, allows the district to address needs in each of the 50 schools district-wide. These needs are many, and include infrastructure upgrades, system replacements, IT improvements, and security enhancements.

While the district expects that each of its facilities will be kept at a high standard, the twelve year interval between bonds has left more deferred projects than the bond can accommodate. The district will not compromise on life safety projects, as they are priority number one in our bond projects and in our capital improvement projects. The second priority is the building systems whose failure could result in an unoccupiable school building. The third and fourth priorities are compliance to our educational and technical specifications – essentially the comfort and efficacy of the interior and exterior of the buildings. The fifth priority in all of our projects is aesthetics: facility conditions that make the building unpleasant or uninspiring in which to learn.

With these funding methods, and priorities in place, the district aims to create a world-class learning environment for its students and staff for the years to come.

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

Currently A12 has budgeted enough funding within the General Fund to cover the 56% match, as required under this grant application. The District was successful in passing a bond in 2016, however, the severity and need of this project was not fully known at the time of the 2016 bond program, therefore funding was not planned for this imminent need.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

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) a General Obligations Bond. 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.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$492,122.07	CDE Minimum Match %:	56
Current Applicant Match:	\$626,337.18	Actual Match % Provided:	56

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Current Project Request:	\$1,118,459.25	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	A12 General Fund
Future Grant Requests:	\$0.00	Escalation %:	5
Total of All Phases:	\$1,118,459.25	Construction Contingency %:	10
Affected Sq Ft:	3,079,026	Owner Contingency %:	10
Affected Pupils:	25,066	Historical Register?	No
Cost Per Sq Ft:	\$0.36	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$0.02	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$0.34	Is a Master Plan Complete?	No
Cost Per Pupil:	\$44.62	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	123	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	36,420	Bonded Debt Approved:	\$350,000,000
Assessed Valuation:	\$2,486,375,044	Year(s) Bond Approved:	16
PPAV:	\$68,270	Bonded Debt Failed:	\$300,000,000
Unreserved Gen Fund 16-17:	\$3,311,130	Year(s) Bond Failed:	08,14
Median Household Income:	\$70,430	Outstanding Bonded Debt:	\$252,447,526
Free Reduced Lunch %:	39.9%	Total Bond Capacity:	\$497,275,009
Existing Bond Mill Levy:	21.665	Bond Capacity Remaining:	\$244,827,483
3yr Avg OMFAC/Pupil:	\$1,137.76		

● **Facilities Impacted by this Grant Application** ●

ADAMS 12 FIVE STAR SCHOOLS - International School at Thornton Middle Roof Replacement - The International School at Thornton MS - 1992

District:	Auditor - Adams 12
School Name:	The International School at Thornton MS
Gross Area (SF):	129,624
Number of Buildings:	3
Replacement Value:	\$37,126,551
Condition Budget:	\$23,763,162
Total FCI:	0.64
Adequacy Index:	0.27



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$5,960,787	\$7,215,436	1.21
Equipment and Furnishings	\$615,234	\$535,395	0.87
Exterior Enclosure	\$3,532,217	\$2,177,346	0.62
Fire Protection	\$27,269	\$995,304	36.50
Furnishings	\$721,763	\$0	0.00
HVAC System	\$9,071,791	\$6,061,094	0.67
Interior Construction and Conveyance	\$6,614,345	\$3,998,801	0.60
Plumbing System	\$2,218,132	\$1,780,411	0.80
Site	\$2,479,836	\$1,988,502	0.80
Special Construction	\$165,160	\$0	0.00
Structure	\$5,720,016	\$0	0.00
Overall - Total	\$37,126,551	\$24,752,289	0.67

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Applicant Name: ADAMS 12 FIVE STAR SCHOOLS

County: ADAMS

Project Title: International School at Thornton Middle 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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Adams 12 Five Star Schools is the fifth largest public school district in Colorado with nearly 36,000 students. The International School at Thornton Middle (ISTM) serves a diverse community of sixth through eighth grade students with 84% receiving free or reduced lunch. ISTM was originally constructed in 1992 with four mobile classrooms added in 2015 to relieve crowding. The 120,000 sf building consists of three with approximately 65,740 square feet of roof, including parapets. The entire roof area consists of the following assembly: roof slope 1/16" per foot; steel deck on steel joists; R-25 Rigid Insulation; 4 plies of fiberglass layers adhered with asphalt; 3/4" perlite cover board tapered to drain; with aggregate surface. This roof assembly was part of the original construction in 1992. The affected facilities below this roof type are educational spaces including classrooms, library, and computer labs. These areas are affected by regular, unpredictable roof leaks that damage the finishes including ceiling tiles, carpet, casework and paint. This project will consist of a complete roof replacement consisting of approximately 65,740 square feet of roof assembly.

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 coping cap and parapet flashing is rusted, damaged, faded and has experienced re-caulking at many horizontal joints to stop leaking. Furthermore, lack of a coping cap over some concrete parapet walls has led to water infiltration and cracking of exterior walls. The 2014 CDE School Assessment Report quoted a RSLI of 0% with an SCI of 110% and a condition budget of \$2,920,226. 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 65,740 sf of existing, deficient gravel-ballasted built up roofing down to the deck and installing a new graveled built up roof system. The system will consist of R-30 rigid polyisocyanurate insulation with tapered crickets. 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 existing metal deck and the supporting structure are in good condition and was designed to accommodate the loads of the proposed roofing systems. This project will be managed by a District Project Manager from design and throughout 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 within 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

BEST FY2018-19 GRANT APPLICATION SUMMARIES

interrupts teaching and learning and can cause dangerous slip conditions at hard floor surfaces. Replacement of the roof system is urgent.

Should ISTM 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 would then be renovated to attempt to get another 10 years of remaining life. While the entire roof warrants replacement, the district may be forced to repair the less-severely damaged, end of life sections and replace only the most severe areas.

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?

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, Preventative Maintenance (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. ISTM 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. 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 ISTM would be included in our annual review and scheduled for replacement again at the end of its expected life; in or around the year 2045.

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 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. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The International School at Thornton Middle (ISTM) was originally constructed in 1992. ISTM underwent minor mechanical/electrical renovations in 2003 and 2008, a kitchen renovation in 2006 and mobiles were added in 2015 to relieve crowding.

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 ISTM roof, supplementing the bond dollars allocated to replace the most deficient sections of roof with grant dollars to replace those sections that have less than 5 years of remaining service life.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

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. . 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

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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.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$585,999.92	CDE Minimum Match %:	56
Current Applicant Match:	\$745,818.08	Actual Match % Provided:	56
Current Project Request:	\$1,331,818.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Bond Nov 2016
Future Grant Requests:	\$0.00	Escalation %:	1.4
Total of All Phases:	\$1,331,818.00	Construction Contingency %:	5
Affected Sq Ft:	65,740	Owner Contingency %:	10
Affected Pupils:	925	Historical Register?	No
Cost Per Sq Ft:	\$20.26	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$1.64	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$18.62	Is a Master Plan Complete?	No
Cost Per Pupil:	\$1,439.80	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	130	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	36,420	Bonded Debt Approved:	\$350,000,000
Assessed Valuation:	\$2,486,375,044	Year(s) Bond Approved:	16
PPAV:	\$68,270	Bonded Debt Failed:	\$300,000,000
Unreserved Gen Fund 16-17:	\$3,311,130	Year(s) Bond Failed:	08,14
Median Household Income:	\$70,430	Outstanding Bonded Debt:	\$252,447,526
Free Reduced Lunch %:	39.9%	Total Bond Capacity:	\$497,275,009
Existing Bond Mill Levy:	21.665	Bond Capacity Remaining:	\$244,827,483
3yr Avg OMFAC/Pupil:	\$1,137.76		

● Facilities Impacted by this Grant Application ●

ADAMS COUNTY 14 - Adams City MS Replacement - Adams City MS - 1959

District:	Auditor - Adams 14
School Name:	Adams City MS
Gross Area (SF):	98,900
Number of Buildings:	1
Replacement Value:	\$33,015,427
Condition Budget:	\$14,881,604
Total FCI:	0.45
Adequacy Index:	0.32



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$6,988,738	\$4,369,313	0.63
Equipment and Furnishings	\$377,560	\$189,151	0.50
Exterior Enclosure	\$3,419,226	\$519,658	0.15
Fire Protection	\$14,314	\$784,249	54.79
Furnishings	\$486,488	\$64,418	0.13
HVAC System	\$8,750,302	\$1,795,588	0.21
Interior Construction and Conveyance	\$6,224,386	\$4,093,038	0.66
Plumbing System	\$1,573,834	\$1,758,331	1.12
Site	\$2,078,588	\$2,085,421	1.00
Structure	\$3,101,992	\$1,866	0.00
Overall - Total	\$33,015,427	\$15,661,033	0.47

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: ADAMS COUNTY 14

County: ADAMS

Project Title: Adams City 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 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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Adams 14 mission is to strive to provide a safe environment for all students and staff and meaningful opportunities and innovative educational 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 community. Adams 14 in partnership with the community, inspire, educate and empower every student to succeed in the 21st century.

Adams 14 has a long history with declining test scores and educational change. In 2010, troubled by consistently declining scores and graduation rates, community, staff and administrators decided that the current school system was failing students and the community. Adams 14 put together a master plan in 2010 to address it's needs. This plan included 3 goals created by the community and district to elevate the declining scores and graduation rates.

Goal 1: Empower teachers - provide structured support to enable teachers to be a dynamic, standards-based presence in the classroom.

Goal 2: Collaborative environments - facility has to reflect the vision of student-centered teaching, active learning, and cooperative groups through effectively engaging students and creating energy, action and motivation.

Goal 3: Neighborhood schools - providing structures that encourage school-community connections

Currently Adams 14 has 7,400 students, of those 86% are free/reduced lunch and 47.8% ELL's.

Graduation rates: 65.6%

Drop out rate: 7.9%

Average ACT: 16.2%

Average SAT: 858.4%

To meet the aforementioned goals it is imperative that we enter into the next phase of the master plan implementation. After intensive community-wide strategic planning efforts, Adams 14 began implementing it's comprehensive facility master plan. With prior support from the BEST grant, Adams 14 has replaced multiple roofs to temporarily extend the life of its current structures. Entering the next phase of its plan, which includes replacing two outdated schools, both of which have extreme health/safety concerns and significant educational suitability issues conducive to learning.

Adams City Middle School is a public school with grades six through eight located in Commerce City in the Denver, Colorado metropolitan area. Commerce City is in west Adams County, a large county northeast of Denver. Adams City Middle School (ACMS) is one of 2 middle schools in Adams County School District 14.

The school was originally built in 1956. Enrollment for the 2016-2017 school year was 820 students. In 2016-2017 the average attendance rate was at 93%.

The enrollment for the 2017-2018 school year is currently 838 students.

The student population at Adams City Middle School is approximately 89% Hispanic. The percentage of students at ACMS that qualify for free or reduced lunch is approximately 90%.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Each year, Adams City Middle School addresses the needs of our English Language Learners (ELL) population. Students who are ELL are students whose native language is not English. Language acquisition levels are reported as NEP (Not English Proficient), LEP (Limited English Proficient), and FEP (Fully English Proficient). The percentage of students who are English Language Learners is 49.25%.

During the past five years, the percentage of students qualifying for gifted and talented services has remained relatively stable ranging from 5 – 9% of the overall student population. During the 2016-2017 school year, 7-10% of the students at ACMS qualified for gifted and talented services.

During the past five years, the percentage of students needing special education services has remained relatively stable ranging between 11 – 14% of the overall student population. During the 2017-2018 school year, 12% of the students at Adams City Middle School qualified for special education services. Students with specific learning disabilities are provided special education services based on an Individual Education Plan (IEP).

Deficiencies Associated with this Project:

Deficiency:

In the deficiency section describe in detail the proposed project's existing conditions, deficiencies or issues that have caused you to pursue a BEST Grant. Specifically, provide a description of any relevant health, safety, security hazards, technology deficiencies, and/or overcrowding issues that need to be addressed.

(Minimum 250 characters including spaces.)

Capacity

The student enrollment numbers at ACMS present a serious safety issue. The capacity of the building is 640. Our current enrollment is 838 students; we have about 84 staff members at ACMS. That puts ACMS almost 300 over capacity.

The capacity of the cafeteria is 160. It is situated near the gyms and the front office. It is not enclosed and is accessed from the main hallway. There are anywhere from 230-290 students in each grade level. At each lunch period, we are generally 100 people over capacity. We often do not have enough seating for students or room for the lunch lines. The overcrowding in the cafeteria presents several issues including safety of students and adequate supervision of students.

The science classrooms present multiple safety issues because of the size and the capacity of the science classrooms. The average science classroom is 560 square feet. These rooms are much smaller than our other classrooms which are approximately 750 square feet. Our average class size is 36 students. This means that there is about 16 square feet per student in our science classrooms. The size of the science classrooms makes it hard to move around the room or to even conduct labs or experiments. Students cannot take part in labs or activities that require a lot of space. We have had parents with limited mobility unable to enter the science classrooms because of the size and layouts of the rooms. In the event of an emergency, moving 36 students out of the space safely would be difficult.

The Colorado School Facility Guidelines suggests that classrooms should be about 32-35 square feet per student. Based on the enrollment at ACMS -- which is 200 students over capacity -- and our current class sizes, our classrooms need to be about 1,100 square feet.

Our largest gym has a seated capacity of approximately 360. We do not have the space to hold school-wide events like assemblies or celebrations. If we do have large events in the gym, the capacity of the gym is a safety issue.

During Tornado drills, there are not enough safe places to put students and staff. Even with sheltering students in restrooms, we do not have an adequate number of safe places to shelter. Other drills, like fire drills, are challenging because of the capacity of building. It is difficult, and at times, unsafe, to move the entire student body through our academic hallways which were created for a much smaller student body.

Restrooms

ACMS is divided into several wings labeled as A., B., C. D., E., and the Annex. ACMS has 12 restrooms available to students. Most of the restrooms are limited on the amount of stalls. The restroom in the middle of the school that serves the 6th and 7th grade wings has 6 restroom stalls in the girl's bathroom and 1 stall in the boy's bathroom. These restrooms are intended

BEST FY2018-19 GRANT APPLICATION SUMMARIES

to serve almost 600 students. Restrooms that serves the D-wing has 6 stalls in the girl's restroom and 4 in the boy's restroom. This particular hallway serves almost 300 students There is a boys and girls' restroom in the cafeteria. Each has one stall. The stall door in both restrooms is broken and does not latch. There are clearly not enough restrooms to support a student body as large as we have. All of the restrooms have poor lighting and few mirrors. They are dark and not welcoming.

There are a total of eight restrooms available to faculty and staff. Currently, two restrooms in the D-wing are not in working order. There are no restrooms in our building that are ADA compliant.

Showers

There are no working showers in our locker rooms. They were disabled at some point in the past because the showers were so old and parts were unavailable that they were unable to be fixed. They are currently used as storage.

Power Outlets

There are not enough outlets in classrooms to support 21st century learning. At times the outlets that we do have, don't always work. Our electrical system including our breakers are old are, at times, unable to support the needs of our building. It is common to trip breakers at ACMS as the amount of technology in the building is hardly enough to support our the needs. This challenge serves as a major impediment to the educational needs of our students. There are exposed wires in some parts of the building with create a safety issue for both our students and staff.

Supervision, Campus Safety & Exterior Doors

There is little ability to have line of site in most of the building. Safety of staff and students in emergency situations is difficult to ensure. The original architect of Adams City Middle School designed the building for a warm climate. Over the years, the building was adapted to enclose hallways for student to travel during inclement weather days. At some point, two hallways were added to connect the building allowing students to travel during incimate weather. However, the layout of the structure is not energy efficient and is a safety concern. The hallways are tight and transitions between classes become unsafe with such a large number of students transitioning in the small spaces.

In the event that an intruder entered the building, the layout of the building creates several places that are not easily visible, like blind corners in hallways and provides a multitude of places for an intruder to hide.

There are about 21 exterior doors at ACMS. Parents and visitors must enter through the main door on the south side of the building. It is impossible to ensure that all people entering the building have legitimate business in the building because there is no line of site from the door to the surrounding neighborhood, streets, and sidewalks. Additionally, once someone enters the school doors they can easily access student spaces without intervention. We are close in proximity to Arapahoe House, an Alcohol rehabilitation clinic. We have individuals, often under the influence, show up around and in our building looking for Arapahoe House.

Outside of the building, there is not adequate lighting at night. It is difficult to supervise students because all of the courtyards are not properly lit.

Parking & Drop Off

ACMS has about 60 parking spaces available to staff, parents and the community. Additionally, student drop off has to occur through both the West parking lot and the South parking lot. Students must walk through either parking lot to enter the building if they are being dropped off by a parent. According to the Public Schools Facility Construction Guidelines, we should have a ration of 3 parking spaces for each classroom that we have. In our current location, we should have 120 parking spaces.

We do not have an appropriate student drop off site. We cannot allow students to be dropped off in parking lots because staff is parking at the same time. Currently students are dropped off at our curbs and they walk through the parking lots to the school building. There are no sidewalks on the West side of our building on Birch.

Track & Athletic Fields

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Our track is made of asphalt and we unable to use it for our track and field events. It is not safe for students to run on an asphalt track. The track has a lot of damage that makes it dangerous to use. We currently have seating for 120 spectators by our athletic field. We do not have seating for our team or visiting teams. We do not have seating for our visiting parents and visitors.

Building Aesthetics

Over all our building is very dark and allows in very little outside light. Most of the walls in our hallways are brick. The fluorescent lighting and drop ceilings in the building make spaces feel dark and small. Each classroom has an average of 2 windows. The windows are not open all the way to the ceiling as they have been blocked off at some point in the building's history. Restrooms are dark and institutional.

Sewage

At times during the year, water and gas from our sewer lines backs up into our science classrooms. The sinks and drains in the classrooms have flooded twice in the past two years and several times the smell of sewage is prominent throughout the classrooms.

Phones/Technology/Intercom

The intercom in the D hallway does not work. In the event of an emergency we cannot broadcast through the hallway -- we are only able to make announcements through the phone all-call system which is extremely hard to hear in crowded classrooms.

ADA Compliance

Not all of the exterior and interior doors are ADA compliant.

We have a total of 3 handicapped parking spaces.

None of our restrooms are handicapped accessible.

HVAC

Heating and air conditioning in the building is often unpredictable. There are 3 classrooms A4, A1, A0, and the Assistant Principal's office that do not have heat. Other rooms experience that the heat and cold do not work at varying times. Currently, about 10 classroom in our building are extremely cold. In August, during the first few weeks of school, about 8 classrooms did not have air conditioning. These classrooms averaged well over ninety degrees during that week. This problem is compounded by the fact that our classrooms only have two windows. The windows open outward allowing them to open only about one foot or ten degrees.

Asbestos

Asbestos is present in the media center, the bandroom, the choir room, and the hallways throughout the building.

Water Mitigation/Snow/Ice

When we experience heavy rain or snow we have water enter the building through vents and doors. Water comes in under our doors in the band room, choir room, the exterior doors in both gymnasiums the exterior door at the "T", the library exterior door, the exterior doors in both A5 and A6. We have replaced the gyms three times over the past 14 years because of this issues. Water often comes in through the vents in our STEM Lab and our Computer Lab. We have ice form from most of the overhangs in the building making it dangerous to enter and exit the building.

Proposed Solution to Address the Deficiencies Stated Above:

The district considered renovating the existing middle school but quickly recognized that the cost to renovate the outdated facility would be substantial and the existing building does not lend itself to a 21st century educational model. Due to the 50-60 year old masonry bearing-wall construction buildings are difficult and expensive to renovate. For example, failing plumbing located inside the masonry walls is impossible to replace without substantial and costly demolition and repair of the walls (see page. I-24 of Master Plan). Another significant reason to replace the existing school results from the pending activation of the new north metro RTD commuter rail line that is currently under construction and is scheduled to start operations in the next

BEST FY2018-19 GRANT APPLICATION SUMMARIES

year or two creating a nuisance an unsafe situation near the school.

The new building will be 125,500 gross square feet for grades 6 through 8 designed to accommodate 870 students at 144 gsf per student. The building includes the following spaces:(Reference the attached Adams City MS Space Program for more detailed information.

CLASSROOMS/GENERAL INSTRUCTION:

- (7) 6th Grade Classrooms
- (7) 7th Grade Classrooms
- (7) 8th Grade Classrooms
- Science Classrooms and Storage
- (1) Flex Classroom
- (1) World Language Classroom
- (1) English Language Development Classroom

EDUCATIONAL SUPPORT AREAS:

- Small Group Study Areas
- (5) Special Education Classrooms and Offices
- Autism Classrooms
- STEM Area & MAKER Area
- Computer Lab
- 2D Art
- 3D Art and Kiln
- Band room and support spaces
- Vocal room
- Gymnasium with Stage and Storage
- Media Center

OFFICE/ADMINISTRATIVE AREAS:

- Secure Lobby
- Reception Area
- Principal and Assistant Principal Offices
- Conference Room
- Teacher Lounge
- Copy/Work Room
- Counselor Office
- Social Worker Office
- Clinic and Nurse Office

MISCELLANEOUS SUPPORT SPACES:

- Dining Area
- Kitchen and support spaces
- Receiving
- IT Rooms and Technology Office
- Mechanical and Electrical Rooms
- Storage
- Elevator

SITE PROGRAM ELEMENTS:

- Track and Field
- Multi-purpose turf field
- Parking: Staff and Visitors

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Bus loading/unloading area
Student drop-off area
Shared fields with elementary school
Hard court play area

The new middle school will be constructed to meet or exceed all of the Public School Facility Construction Guidelines of sound construction materials and techniques. The building will be easy to maintain while at the same time utilize sustainable solutions and materials to meet the required performance criteria. The goal is to locate the new building on the site to maximize daylight into classrooms, reduce energy consumption and maintenance cost, share site amenities with the planned elementary school and provide a safe facility for the students, staff and public. The design process will involve district staff, teachers, students and community members to ensure the project is planned for the needs of all stakeholders for 50 years and beyond.

The project will comply with the Division of Public School Capital Construction 1 CCR 303-1 Guidelines Section 22-43.7-107 for a Middle School as adopted 11/09/17. All referenced codes and standards will be applied per Article 3 of the guidelines and per the Division of Fire Prevention and Control per 8 CCR 1507-30.

4.1 The new facility will allow for compliance with all guidelines of the Health and Safety section of the Construction guidelines

4.1.1 Sound building structures: The new building will comply with current codes as adopted by the State for the design of structural foundations, exterior walls, interior walls and roofs.

4.1.2 Classroom Acoustics will be designed to address reverberation time and background noise.

4.1.3 Roofs: The new building is being budgeted to include low slope roofs. Drainage will be done through sloping of the structure and/or tapered insulation.

4.1.4 Electrical Systems – Power Distribution and Utilization: The new middle school will meet the guidelines.

4.1.5 Lighting Systems: The new building will include energy-efficient LED light fixtures and energy saving automatic control systems. Light levels and color temperatures will be regulated to meet the requirements for applicable spaces.

4.1.6 Mechanical Systems – Heating, Ventilation, and Air Conditioning (HVAC): Systems will be designed to meet or exceed the guidelines and will be easy to maintain, energy efficient mechanical systems.

4.1.7 Plumbing Systems: The new building will meet the requirements.

4.1.8 Fire Protection Systems: The new building will be equipped with an automated fire notification and suppression system, including audible and visual alarms and an automatic sprinkler system.

4.1.9 Means of Egress: A continuous and safe path of egress travel will be provided from any occupied portion of the building to a public way per IBC 2015

4.1.10 Facilities with safely managed hazardous materials: The new school will have science classrooms containing chemicals used for classroom activities but will not include any asbestos or other classified hazardous materials.

4.1.11 Security: The new building will have an improved video surveillance, an alarm system and will be located on the site to minimize threats and protect the building inhabitants. The main exterior entry access will be controlled through a secure entry vestibule and other exterior doors will be limited with door hardware to meet the guidelines. A distributed antenna system will be provided to ensure uninterrupted communications in the event of an incident. The new site will have improved line of sight ability, safety lighting, and controlled site access and signage.

4.1.12 Health code standards: New vocational labs will conform to the Department of Public Health and Environment.

4.1.13 Food preparation equipment and maintenance: The new school will be provided with a full service kitchen and will comply with all local and State health department regulations.

4.1.14 Health care room: A health care area will be provided in the school.

4.1.15 Site Safety: Pedestrian and vehicular traffic will be laid out to provide separation between buses, cars, pedestrians and bicycles with clear signage. A driveway zone will be planned to allow for stacking of vehicles off of adjacent roads. In addition to safe pedestrian and vehicular traffic buildings will be designed for visibility of the surrounding site and utilize passive and non-passive solutions for site visibility and security.

4.1.16 Severe weather preparedness: This facility will not be designated as an emergency shelter.

4.2 Technology: The facility will be planned for full wireless network capabilities and a long term sustainable technology infrastructure. Classrooms will be fitted with technology for 21st Century Learning tools in addition to district provided

BEST FY2018-19 GRANT APPLICATION SUMMARIES

devices for connectivity to the internet and other databases. The space program includes telecom equipment rooms as necessary for the size of the facility. Additional back-up systems will be coordinated with the school district during design.

4.3 The new school will be based on a traditional educational model. Refer to the attached space program for the planned gross square footage, capacity and a full list of core educational spaces and support spaces.

- * The proposed plan is for 125,500 gsf at 144 gsf/student

- * A special feature of Adams City MS is its extensive Autism program which has a number of special rooms associated with this program. Classrooms are sized appropriately for the planned enrollment and capacity and vary based on grade level requirements.

- * In addition to core classrooms the program includes a music room, computer lab, art room, science classrooms and a media center. Space is included for a "maker lab."

- * A stage will be provided in either the cafeteria or gym but an auditorium is not planned.

- * Administrative areas including offices, work rooms, clinic, conference rooms and a building support areas are planned to accommodate the educational program.

4.4 The new school will comply with Section 24-30-1305.5 C.R.S for new facilities and conform to the High Performance Certification Program (HPCP). The project will be design to meet LEED V4 Gold Standard, or Green Globes with Three Globes, or the Collaborative for High Performance Schools (US-CHPS)

4.5 Historic significance: The existing school is not considered to have historical significance and would be difficult to revitalize in order to meet current safety, health, energy and technology standards.

How Urgent is this Project?

The current condition of the building as well as the layout have severe safety and health deficiencies which need to be addressed immediately as they are past their system life expectancies. These conditions have created urgency to apply for immediate assistance in replacement of the facility as it is the most cost effective approach as stated in our 2010 master plan (see page I-13 and I-25).

Safety concerns with building layout: lay out of makes it extremely difficult to supervise and monitor student's safety. The main entrance to the school is not visible from main office making it difficult to monitor individuals that enter the building. There are times during lockout situations that the administration wastes valuable time ensuring student safety because they are forced to move throughout the maze of the building rather than immediate access to securing area of building.

In addition, ACMS fire alarm system does not meet NFPA code requirements, our current system is minimal for the school and should have the horn/strobe coverage in order to meet NFPA requirements. Each room that has an exterior door needs to have a manual pull station as the building is not sprinkled so smoke detection and heat detection are only in limited areas allowing a fire to start and burn undetected resulting in a safety issue for our children (see Master Plan page 2-116).

Controlled Access to the building: The front of the building has no clear line of site to the front door. The current access of the main entrance allows visitors direct access to an entire wing of classroom before they have access to the main office. There are too many access points in different sections of the building allowing entry without permissions or validation of identity. According to the School Assessment Report provided by the Colorado Department of Education (CDE) our site communication and security system is aged beyond the expected life. The system was installed in 1956 with a 30 year service life which expired in 2009. The School Assessment Report also indicates that our main entrances at ACMS are not protected from forced vehicular entry and concrete barriers should be placed at each entrance to address the safety concerns.

Unsafe Drop-off and pick-up: The drop-off situation at ACMS is extremely unsafe as it consists of a steep slope in a small compact area in the front parking which becomes an ice hill in the winter forcing the school to cone it off and not allowing drivers access. Due to the safety issues at arrival and dismissal, it takes many staff members to monitor outside traffic, leaving inadequate supervision on the interior of the school.

ADA compliance: The conditions of 1959 are still present leaving inadequate compliance to the new ADA laws. There is issue with no unobstructed paths of egress that are ADA compliant due to the sizes of many rooms. This leaves students with disabilities in a situation where a special plan must be developed to accommodate emergencies and requiring more than one adult to assist. Restrooms are also inadequate for meeting the ADA requirements because they are too small and can only be retrofitted.

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Sewage back up and plumbing issues: ACMS has a dated sewer system that requires several lift stations to push waste from lower areas to higher areas to access city sewer systems. These lift stations often fail due to the volume of sewage on any given day resulting in sewage backing up into the classrooms or on the outside play area. Broken and cracked sewage pipes are a common occurrence requiring extensive man hours just to keep the building up and running. Carpet that has been soiled with sewage backup must be steam cleaned several times instead of replaced due to the asbestos that lays beneath the surface. According to the School Assessment Report provided by the Colorado Department of Education (CDE) our sanitary sewer system is aged beyond the expected life. This system was installed in 1956 and has a 50 year service life which expired in 2006.

Negative grade and drainage: Due to ACMS's negative grade and settling over time the building is suffering from deficient drainage and pooling of water. This negative grade on the north courtyard has a continuous accumulation of which often runs back towards the building. The roof drains on the building had to be modified to run along the building to the other side to keep it flowing away from the building. The main office at ACMS has roof leaks (see Master Plan page 2-108) and the computer lab room A-5 has water damage in the exposed structure ceiling. The joists show corrosion and acoustic material applied to the underside of the roof deck is peeling and warping from water (see Master Plan page I-208). Continued roof leaks and damaged tile were observed in corridor C-21 and corridor C-31 with water ponding and poor drainage on the roof (see Master Plan page 2-208). The roof fascias and soffits are deteriorated and in need of replacement as well as the roof entry canopy due to lack of drainage causing water to fall directly on the walkway creating ice for visitors, students and staff (see Master Plan page 2-109). ACMS is served by roof drains that connect to the storm drainage system, there are multiple leaks show on the ceiling through the building resulting in the from drainage/flashing system y the main door is causing pooling of water and damage to the walls (see Master Plan page 2-112).

Inadequate lighting and wiring: ACMS has wiring that is insufficient to operate in today's 21st century demand for technology. Much of the new wiring is exposed conduit throughout the building to produce power to areas that are lacking. These modifications of wiring has exposed people to electrical boxes, junction boxes and fixtures that are dangerous. The lighting for student learning is inadequate and not conducive for today's learning environments. The exterior lighting is a safety issue as it does not meet IBC requirements due ACMS not having exterior emergency egress lighting (see Master Plan page 2-115). According to the School Assessment Report provided by CDE the electrical distribution system for ACMS is beyond the expected life. The system was installed in 1956 and has a 30 year service life which expired in 1986.

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?

Adams 14 School District currently has an operations budget of 8,149,831 to include maintenance and utility cost associated with maintaining buildings. The last five years of operational expenditures are represented below.

Operations and Maintenance

Operations and Maintenance(excluding capital reserve)

ActualsBudget

year2012-13 - 2013-14 - 2014-15 - 2015-16 - 2016-17 - 2017-18

Salaries 2,914,819 - 2,965,129 - 2,788,489 - 3,210,086 - 3,198,346 - 3,838,042

Benefits 852,714 - 895,213 - 869,715 - 993,706 - 1,023,361 - 1,215,943

Purchased Services 1,606,855 - 1,331,587 - 1,232,124 - 775,744 - 898,072 - 1,149,871

Supplies 1,907,561 - 2,021,490 - 1,809,207 - 1,708,749 - 1,676,474 - 1,877,994

Equipment/Property 2,521,281 - 48,393 - 10,427 - 27,580 - 45,162 - 62,467

Other0 - 0 - 0 - 1,137 - 12,416 - 5,984 - 5,515

Total9,803,230 - 7,261,812 - 6,711,099 - 6,728,281 - 6,847,399 - 8,149,831

Adams 14 non-instructional budget allocations have fluctuated over time due to the other demands. Some of the reasons are

BEST FY2018-19 GRANT APPLICATION SUMMARIES

due to other district requirements based on instructional focuses that require additional funds to meet student achievement. Some of the adjustments also come from services that must be contracted such as roofing, plumbing, major technology, concrete/asphalt and reductions in supplies and materials. Every year the district capital needs are assessed and prioritize based on the projected needs of the district. These needs are prioritized on student's health, safety and learning. The following table represents the capitol reserves fund allocation per pupil for the last five years.

Capital Reserves - 2012-13 - 2013-14 - 2014-15 - 2015-16 - 2016-17 - 2017-18
Total Allocation(transfer)1,825,000 - 1,460,000 - 1,300,000 - 2,750,000 - 1,350,000 - 2,200,000
Student FTE - 6,878 - 6,931 - 7,205 - 7,126 - 7,054 - 7,016
Per Pupil Amount - 265 - 211 - 180 - 386 - 191 - 314

For the Fiscal year 2017/2018 Capital Reserves fund allocation is set at 2,200,000. Much of these funds are allocated to facilities repair and updating. In year when major projects and costly repairs are necessary, district funds will be rolled over from the previous year to buffer the costly impact. Some of the costly repairs are projects such as plumbing, HVAC, roofing, concrete/asphalt, athletic field repair. With limited funds, it is necessary to often put other repairs on hold as other become more of a priority.

Adams 14 is not in a financial position to allocate the limited funds for building replacement with the capital reserves budget. The district's budget is among the lowest in the state for school funding per pupil. This funding crisis along with the current conditions of the building, make it too difficult to address the major repairs such as roof, parking lot, sewer system, technology, paint, carpet, asbestos abatement. With too many projects from aging buildings, Adams 14 does not have the means to replace the building without the support of a BEST grant and waiver.

Following the construction of a new building, Adams 14 will create a custom maintenance plan to ensure the long-term life of the new building. The current staff will be transferred to the new building with specific training for the care of the new materials within the building. The district will also train and update the support technicians to specific maintenance needs of the buildings such as plumber, groundskeeper, electrician, HVAC, locksmith, security tech. Based on the square footage and efficiency of the new building, we estimate that the cost to operate it will be significantly less allowing cost to support additional staff for preventative maintenance.

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 continuously by the school district since it was constructed in 1959.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Adams City Middle School has not had any capital improvements or renovations within this time frame.

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

Adams 14 has attempted a bond 3 times in the past 8 years to address our schools facility needs. However, we have been unsuccessful at securing those funds. Therefore, funds to address all facility needs have come from the districts capital reserve funds through a list that was prioritized based on urgency. Unfortunately, our capital reserve funds are limited and our conditions are being maintained rather than corrected due to funding restrictions.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The District provides an allocation annually from it's General fund to the Capital Reserve fund. For fiscal year 17-18 this amount was \$2,200,000 for the district, or \$314 per pupil. 2017-18s allocation was increased slightly from prior years to accommodate certain projects. Annually a list of all needed projects is developed and prioritized, with safety and compliance with laws/regulations as a priority. The list is evaluated by District leadership and weighed against any other pressing District needs to determine the final allocation amount.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

We are not relying on a reduction in utility costs in our determination of the affordability of this project. We do anticipate that the future utility costs will see a reduction in cost per sq ft. especially in electricity and water as we move ACMS to the new site. We anticipate using this cost savings to offset the increased costs due to the larger total area of the building. Using the combined campus model will mean less total external areas needing water in the summer once the project is fully completed.

Current Grant Request:	\$31,405,369.62	CDE Minimum Match %:	42
Current Applicant Match:	\$22,741,819.38	Actual Match % Provided:	42
Current Project Request:	\$54,147,189.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	Bond Election Nov. 2018
Future Grant Requests:	\$0.00	Escalation %:	8
Total of All Phases:	\$54,147,189.00	Construction Contingency %:	3
Affected Sq Ft:	125,494	Owner Contingency %:	5
Affected Pupils:	831	Historical Register?	No
Cost Per Sq Ft:	\$431.47	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$54.20	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$367.27	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$65,159.07	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	151	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	6,547	Bonded Debt Approved:	
Assessed Valuation:	\$725,699,790	Year(s) Bond Approved:	
PPAV:	\$110,845	Bonded Debt Failed:	\$139,700,000
Unreserved Gen Fund 16-17:	\$7,364,026	Year(s) Bond Failed:	13,14
Median Household Income:	\$42,792	Outstanding Bonded Debt:	\$72,305,000
Free Reduced Lunch %:	87.3%	Total Bond Capacity:	\$145,139,958
Existing Bond Mill Levy:	9.681	Bond Capacity Remaining:	\$72,834,958
3yr Avg OMFAC/Pupil:	\$1,062.51		



February 20, 2018

Dear Dr. Abrego:

The City of Commerce City fully supports the Adams 14 application for the Colorado Department of Education BEST grant. Moving Alsup Elementary and Adams Middle School from their current location is not only needed to provide a healthy, safe, and state of the art learning environment, but aligns with the City's Station Area Master Plan (STAMP) for the area.

Currently, both the middle school and elementary school are located on a main collector road where there has been an increase in traffic. 72nd Avenue is our primary access point from Colorado Blvd, HWY 85 and HWY 2. RTD North Metro Rail Line will also be opening a station three blocks west of these schools on East 72nd Avenue. The changing dynamics in this part of the City of Commerce City, specifically in the area of Alsup Elementary and Adams Middle School, have caused us to look at our current infrastructure, roadways, and public transportation. The City did an evaluation of the area and learned that because of the changes and demands there is a direct effect to motorist and pedestrian safety. And it was this evaluation in the STAMP that led us to recommend to the school district that relocating these schools would provide a much safer environment for the students and surrounding area.

Across the city, we are currently experiencing high growth, and increased demand for services. Based on building permit activity, we have increased our population by almost 3,000 residents in the past 18 months. The Denver Regional Council of Governments (DRCOG) population forecasts that in eight years we will have an additional 30,000 residents putting our projected population at 78,655. Further, since we know new school buildings are needed, the city fully supports locating these new facilities in locations that are best for not only the community, but the students as well.

The City of Commerce City not only supports Adams 14's application for the BEST grant; we are also a committed partner in making sure this project succeeds.

Best Regards,

Brian K. McBroom
City Manager

● **Facilities Impacted by this Grant Application** ●

ADAMS COUNTY 14 - Alsup ES Replacement - Alsup ES - 1959

District:	Auditor - Adams 14
School Name:	Alsup ES
Gross Area (SF):	49,762
Number of Buildings:	1
Replacement Value:	\$15,362,023
Condition Budget:	\$7,258,700
Total FCI:	0.47
Adequacy Index:	0.27



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,990,622	\$1,559,519	0.78
Equipment and Furnishings	\$215,361	\$202,479	0.94
Exterior Enclosure	\$1,845,481	\$330,171	0.18
Fire Protection	\$68,373	\$495,746	7.25
HVAC System	\$3,630,717	\$326,915	0.09
Interior Construction and Conveyance	\$3,267,537	\$2,166,202	0.66
Plumbing System	\$724,850	\$855,789	1.18
Site	\$2,027,756	\$1,744,775	0.86
Structure	\$1,591,326	\$0	0.00
Overall - Total	\$15,362,023	\$7,681,596	0.50

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: ADAMS COUNTY 14

County: ADAMS

Project Title: Alsup ES 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 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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Adams 14 mission is to strive to provide a safe environment for all students and staff and meaningful opportunities and innovative educational 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 community. Adams 14 in partnership with the community, inspire, educate and empower every student to succeed in the 21st century.

Adams 14 has a long history with declining test scores and educational change. In 2010, troubled by consistently declining scores and graduation rates, community, staff and administrators decided that the current school system was failing students and the community. Adams 14 put together a master plan in 2010 to address it's needs. This plan included 3 goals created by the community and district to elevate the declining scores and graduation rates.

Goal 1: Empower teachers - provide structured support to enable teachers to be a dynamic, standards-based presence in the classroom.

Goal 2: Collaborative environments - facility has to reflect the vision of student-centered teaching, active learning, and cooperative groups through effectively engaging students and creating energy, action and motivation.

Goal 3: Neighborhood schools - providing structures that encourage school-community connections

Currently Adams 14 has 7,400 students, of those 86% are free/reduced lunch and 47.8% ELL's.

Graduation rates: 65.6%

Drop out rate: 7.9%

Average ACT: 16.2%

Average SAT: 858.4%

To meet the aforementioned goals it is imperative that we enter into the next phase of the master plan implementation. After intensive community-wide strategic planning efforts, Adams 14 began implementing it's comprehensive facility master plan. With prior support from the BEST grant, Adams 14 has replaced multiple roofs to temporarily extend the life of its current structures. Entering the next phase of its plan, which includes replacing two outdated schools, both of which have extreme health/safety concerns and significant educational suitability issues conducive to learning.

Aligned to the district's, Alsup's mission is to provide a challenging and safe learning environment that develops the whole child. Through individualized instruction in all content areas, we will ensure that every child reaches his or her maximum potential and will be well equipped to meet the challenges of future education, work and life.

Alsup is one of seven elementary schools in Adams 14.

Enrollment: 520 k-5 and 60 pre-k

Staff: 30 teachers and 2 administrators.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Population: 81.47% Hispanic, 13.21% White, and 5.32% other demographic groups.
Free/reduced lunch: 84%.

As the highest performing elementary in the district based on PARCC, we continue to support our students and community to ensure ultimate success for our students. Alsup has developed a STEAM focus to support students in choosing a path that will offer the most success moving to middle school. Alsup houses the Autism and pre-school program however, students must attend pre-school in another building due to space. Alsup must meet the needs of an increasing number of students who are ELL's. The current ELL population at Alsup is 62%. Our professional development opportunities support the district's goals of empowering teachers and collaborative environments by using the Data-Driven Decision-Making model, Workshop model, differentiation, student discourse, and equity to support individual needs of our students.

Through the comprehensive needs assessment in our master plan it indicates that Alsup Elementary needs a 21st century building that will support 21st century students. The future of our students is directly related to the services and resources we are able to provide for them.

Deficiencies Associated with this Project:

Alsup elementary school has a CFI score of 75.9% and an FCI score of 44.83%. The urgent attention to the health and safety issues for this school are present on a daily basis for students' staff and parents. Not only is this a health and safety an issue but also a financial pitfall to maintain conditions to get by rather than replace and correct with 21st century standards. Some of the most serious concerns and problems are the following: safety in the building's layout, controlled access to the building, drop off and pick up for students is unsafe, ADA compliance, bathrooms are not compliant nor adequate for the number of students, broken sewer system, negative grade for water drainage, water build up creating ice buildup and the building has inadequate wiring and lighting.

Safety concerns with building layout: the 1959 lay out of Alsup makes it difficult to supervise and monitor student's safety. The main entrance is not visible from main office or any other point in the building as individuals can enter the building and never been seen with direct access to classrooms and makes find the main office difficult for guests. This has been an ongoing issue as recently reported on national news for an Amber alert in which a father kidnapped his girlfriend and entered Alsup in an attempt to take his child with them.

The interior beyond the main entrance is also a safety issue as it is very confusing for daily operations and emergencies. Monitoring student's movement throughout the building is difficult due to the number of interior doors that connect all of the rooms. This is also a fire hazard because some of the doors are not operable and can create additional access points to students in lockdown situations. Finally, there are fire exit doors at each classroom that are constantly being filed down to keep them functional in case of a fire. With extreme settling of the 59 year old building it has become a serious trap in emergencies.

Controlled Access to the building: The front of the building has no clear line of site to the front door. As visitors enter the building, it is not clear where the main office is or located. Another safety concern is visitors have access to the P.E classroom before they have access to the main office due to the layout of the school. Not all exterior doors are labeled emergencies exits or are not always operable due to the age and settling of the brick and mortar.

Unsafe Drop-off and pick-up: The drop-off situation at Alsup is extremely unsafe as it was constructed for traffic conditions of the 1950's. The result of this design has resulted in students being hit by moving vehicles and cars running into each other. There is not a dedicated parent drop-off at this location, thus requiring parents to drop students off in random areas of the parking lot or the surrounding neighborhood streets. Many students are dropped off on the exterior of the school grounds to avoid congestion. This has resulted in many students not using the crosswalk and multiple near misses of students by moving vehicles. The front of the school has become a thruway for large commercial trucks because of its location to the industrial areas surrounding the property. These large semis are often traveling at speeds that create a danger to students as they cross the street. Due to the safety issues at arrival and dismissal, it takes the majority of the staff to monitor outside leaving inadequate supervision on the interior of the school. Because of the traffic conditions at this time the principal often has to

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call patrol to monitor the traffic and to intervene situations of road rage between travelers.

ADA compliance: The conditions of 1959 are still present with little or no compliance to the new ADA laws. This is not due to the districts lack of attention to ADA, but due to the infrastructure making it too difficult, more dangerous, or too costly. Alsup's entrances to the building are not ADA compliant or easy to access. There are no unobstructed paths of egress that are ADA compliant. This leaves students with disabilities in a situation where a special plan has to be developed to accommodate emergencies and requiring more than one adult to assist. Restrooms are also inadequate for meeting the ADA requirements because they are too small to retrofit the required space required nor have the ability to accommodate students with disabilities and those that are abled at the same time (see page 2-48 of Master Plan). Thus requiring additional supervision during restroom breaks.

Sewage back up and plumbing issues: Alsup has a dated sewer system that requires several lift station located in a closets just outside of several classrooms. These lift stations often fail due to the volume of sewage on any given day resulting in sewage backing up into the classrooms. There is often a stench of sewage odor throughout the building at times when the volume is high (see page 2-48 of Master Plan). These lift station are connected to old galvanized and clay pipes that often fail due to construction and age. Broken and cracked sewage pipes are a common occurrence requiring extensive man hours just to keep the building up and running. Carpet that has been soiled with sewage backup has to be steam cleaned several times instead of replaced due to the asbestos that lays beneath the surface. Many of the roof drains are exposed piping that is visible in the classrooms. At times of severer weather the joints in these drains leak in the classrooms on students creating health and safety issues.

Negative grade and drainage: Due to the negative grade and settling over time the building is suffering from deficient drainage and pooling of water (see page 2-52 of Master Plan). Because of the negative grade in the east parking lot the accumulation of water often runs back towards the building. This is also true when the sewer backs up and sewage from the sewer cap flows back towards the building. There are often pools of water that accumulate around doors and sidewalks creating obstacles for students, staff and parents. This also makes slipping hazards for individuals when the conditions become cold. On one occasion the sewer backed up in the winter during the night and students slipped and fell on frozen sewage the next morning.

Inadequate lighting and wiring: Alsup has much of its 1959 wiring that is insufficient to operate in today's 21st century demand for technology. Much of the new wiring is exposed conduit throughout the building to produce power to areas that are lacking. Most of this wiring exposed people to electrical boxes, junction boxes and fixtures that are dangerous. The lighting for student learning is inadequate and not conducive for today's learning environments. Many areas in the school's interior as well as exterior fields and parking lots are dim and or missing sufficient lighting creating dim or dark areas that are a safety concern (see page 2-53 & 2-54 in Master Plan).

In addition to the aforementioned health and safety, issues at Alsup the state also concluded that the following systems and or structures need to be replaced due to the nature of its condition.

- Exterior windows: most exterior windows are single pane with outside storm windows. These are not energy efficient and should be replaced.
- Exterior doors: the system is beyond the life expectancy as it was original equipment in 1959.
- The roof: the existing roof was replaced in 1986 and has expired its service life in 2009.
- Interior doors: the system age is beyond expected life and showing signs of deterioration for its original install in 1962.
- Interior walls: the glazed block is in poor condition, beyond expected life and the grout is failing and blocks are cracking.
- Sanitary Waste: the system is beyond life and showing signs of deterioration from its install in 1962.
- Drain Water: many failing components and deterioration the system is beyond it age.
- Plumbing system: partial replacement of plumbing system was complete in 1998 with a 20 year life expectancy that is up in

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- Sprinkler system: Fire Sprinkler system did not exist in 2010 and has been modified to meet code but is only meeting the bare minimum requirements.
- Lighting and wiring: inadequate light exists throughout the building with exposed conduit in all areas.

To sum up the current condition of this building is to say it is not healthy or safe to continue educating our students in this building. This building has significant suitability issues that are not meeting the needs of its students. The most serious concerns and problems as were aforementioned are the safety of the in building's layout. The controlled access to the building and monitoring who enters and leaves the building during operation. The school drop off and pick up for students is unsafe due to the size of the parking lot and off street access. Alsup is not ADA compliant in the main building, outside public areas, bathrooms are not compliant nor adequate for the number of students and not meeting the needs of our disabled students. The school has a broken sewer system that does not function correctly creating health and safety issues for all students, staff and parents. The negative grade for water drainage at the building has created water and ice buildup that is creating not only slipping hazards but also prime opportunity for mold in the warmer seasons. Finally, the lighting of the building is inadequate leaving students in dim working conditions and dark areas of the campus leaving students and staff in unsafe situations.

Given the enormous number of health and safety issues that exist at Alsup. It is very imperative that the current building and structure be replaced allowing students in Adams 14 a conducive learning environment that will allow our students to thrive.

The state assessment notes that the following systems need to be replaced due to the current conditions:

- Roadways and parking lots: the roadways and parking lot are beyond expectancy (2009) and has failing components.
- The pedestrian paving: is beyond expectancy and is a safety concern for people entering and exiting the building.
- Site Development: was installed in 1959 and is failing and replacement is necessary to reduce health hazards.
- Water supply: the district has spent countless hours and money replacing portions of the water supply. The main portions of the supply lines are still in need of replacement as suggested by CDE.
- Sanitary Sewer system: there are several lift stations that are in closets next to classrooms and often fail. The result is sewage back up on the floors, halls and in the parking lots. This is a health and safety issue that happens far too often leaving sewage smells for days after clean up.
- Storm Sewer: The conditions of the storm system is unacceptable as it runs through classrooms above head. These pipes often drip in the classroom due to volume on storm days. Attempts have been made to reroute the pipes, however, the cost and structures do not allow it.
- Electrical Distribution: Is the original system and is beyond life expectancy and has an increase of failure due to age.
- Site Lighting: beyond expected life and is insufficient or inadequate in areas creating safety issues. This is especially concerning during winter daylight adjustments leaving students and staff in dark areas of the school grounds.
- Site communication and Security: The main entrance is not protected from vehicular entry creating safety concerns to individuals within the building.
- Exterior windows: The windows have exceeded the 30-year service life in 2009 and are not allowing proper lite through due to opaqueness from age.
- Exterior Doors: many of the exterior doors and emergency exits get stuck due to settling of the building and have reached their maximum life in 2009.
- Roof Coverings: Beyond life expectancy in 2009 from its new install in 1986 has shown that it will not hold up due to condition.
- Partitions: The interior partitions are original and need to be remodeled so that they do not impede the flow of people in hallways and create safety concerns.
- Interior doors: Beyond life as originally installed in 1962. Many of the doors show deterioration and fire concerns.
- Fittings: Interior fittings are beyond life expectancy and are showing age and deterioration. These conditions are creating safety and health issues throughout the building.
- Wall finishing: The glaze blocks are in poor condition and the grout is failing and needs to be replaced.
- Floor Finishing: Floor finishing's are beyond life expectancy and are creating increased safety issues due to age. The ageing system were installed in 1962.

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- Ceiling finishing: The ceilings need replacement due to continuous failure of systems. The ceilings are showing significant signs of deterioration.
- Sanitary Waste: The system is beyond life and has several system failures throughout the year leaving sewage in occupied space creating health and safety concerns. .
- Rain water: the rain water system is not adequate for today's standards and often fail on high volume days.
- Fire Protection: is out of life expectancy form 2013. It is suggested that to be replaced.

In addition to the concerns of CDE, the building has significant educational suitability issues. There is not adequate lighting in the building conducive to learning. Many of the aged windows are now opaque not allowing sufficient lighting in classrooms and the hallways leaving areas of the building dark like. There are issues with the amount of storage space in the classrooms (especially special education) leaving egress areas often blocked. The technology in the building is not adequate in the learning areas and is retrofitted due to the old construction of the building leaving students behind the 21st century conditions for learning. There is not sufficient space for the arts at Alsup often leaving students limited access to specific learning.

The combined concerns, safety and health issues, it is clear that the current building structure and programing at Alsup Elementary is deficient to serve the needs of the current student body. With the recommendation of CDE and the district evaluation, rebuilding this structure is the only viable solution.

Proposed Solution to Address the Deficiencies Stated Above:

The district considered renovating the existing middle school but quickly recognized that the cost to renovate the outdated facility would be substantial and the existing building does not lend itself to a 21st century educational model. As noted in our Master Plan (see page I-25) our 50-60 year-old masonry bearing wall construction are difficult and expensive to renovate. An example is the failing plumbing located inside the masonry wall is impossible to replace without substantial and costly demolition and repair of the walls. Another significant reason to replace the existing school results from the pending activation of the new north metro RTD commuter rail line that is currently under construction and is scheduled to start operations in the next year or two creating a nuisance an unsafe situation near the school.

The new building will be approximately 76,280 square feet PreK-5 Elementary School designed to accommodate 600 students. The building includes the following spaces: (See the attached detailed Space Program for a comprehensive list of spaces)

CLASSROOMS/GENERAL INSTRUCTION:

- (4) Pre-school
- (3) Kindergarten
- (4) 1st grade classroom
- (4) 2nd grade classroom
- (4) 3rd grade classroom
- (4) 4th grade classroom
- (4) 5th grade classroom
- (1) Flex Classroom

EDUCATIONAL SUPPORT AREAS:

- Music room
- Art room and Kiln Room
- Library / Computer Area
- Gymnasium w/ PE office and Storage
- Stage (to be adjacent to Gym or Cafeteria)
- (2) Special Education classrooms and office
- (2) Autism Classroom
- (1) Therapy Room & Office

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OFFICE/ADMINISTRATIVE AREAS:

Secure Entry Lobby
Reception Area
Principal Office
Assistant Principal Office
Attendance Office
Conference Room
Work Area / Copy Room
Teacher's Lounge
Health Clinic and Nurse Office
Community based therapist / Social worker office
Storage
Faculty Restrooms

MISCELLANEOUS SUPPORT SPACES:

Cafeteria Seating area
Kitchen with support spaces
Receiving
Storage
Custodial rooms
Building Engineer Office
IT Rooms
Mechanical and Electrical Rooms
Elevator

SITE PROGRAM ELEMENTS:

Staff Parking Lot
Bus Drop-off and Student Drop-off areas
PreK play area
Kindergarten play area
Hard surface play area (4 square/basketball...)
Multipurpose natural turf fields
Baseball field

The new elementary school will be constructed to meet or exceed all of the Public School Facility Construction Guidelines of sound construction materials and techniques. The building will be easy to maintain while at the same time utilize sustainable solutions and materials to meet the required performance criteria. The goal is to locate the new building on the site to maximize daylight into classrooms, reduce energy consumption and maintenance cost, share site amenities with the planned elementary school and provide a safe facility for the students, staff and public. The design process will involve district staff, teachers, students and community members to ensure the project is planned for the needs of all stakeholders for 50 years and beyond.

The project will comply with the Division of Public School Capital Construction 1 CCR 303-1 Guidelines Section 22-43.7-107 for an Elementary School as adopted 11/09/17. All referenced codes and standards will be applied per Article 3 of the guidelines and per the Division of Fire Prevention and Control per 8 CCR 1507-30.

4.1 The new facility will allow for compliance with all guidelines of the Health and Safety section of the Construction guidelines

4.1.1 Sound building structures: The new building will comply with current codes as adopted by the State for the design of structural foundations, exterior walls, interior walls and roofs.

4.1.2 Classroom Acoustics will be designed to address reverberation time and background noise.

4.1.3 Roofs: The new building is being budgeted to include low slope roofs. Drainage will be done through sloping of the

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structure and/or tapered insulation.

4.1.4 Electrical Systems – Power Distribution and Utilization: The new middle school will meet the guidelines.

4.1.5 Lighting Systems: The new building will include energy-efficient LED light fixtures and energy saving automatic control systems. Light levels and color temperatures will be regulated to meet the requirements for applicable spaces.

4.1.6 Mechanical Systems – Heating, Ventilation, and Air Conditioning (HVAC): Systems will be designed to meet or exceed the guidelines and will be easy to maintain, energy efficient mechanical systems.

4.1.7 Plumbing Systems: The new building will meet the requirements.

4.1.8 Fire Protection Systems: The new building will be equipped with an automated fire notification and suppression system, including audible and visual alarms and an automatic sprinkler system.

4.1.9 Means of Egress: A continuous and safe path of egress travel will be provided from any occupied portion of the building to a public way per IBC 2015

4.1.10 Facilities with safely managed hazardous materials: The new school will have science classrooms containing chemicals used for classroom activities but will not include any asbestos or other classified hazardous materials.

4.1.11 Security: The new building will have an improved video surveillance, an alarm system and will be located on the site to minimize threats and protect the building inhabitants. The main exterior entry access will be controlled through a secure entry vestibule and other exterior doors will be limited with door hardware to meet the guidelines. A distributed antenna system will be provided to ensure uninterrupted communications in the event of an incident. The new site will have improved line of sight ability, safety lighting, and controlled site access and signage.

4.1.12 Health code standards: New vocational labs will conform to the Department of Public Health and Environment.

4.1.13 Food preparation equipment and maintenance: The new school will be provided with a full service kitchen and will comply with all local and State health department regulations.

4.1.14 Health care room: A health care area will be provided in the school.

4.1.15 Site Safety: Pedestrian and vehicular traffic will be laid out to provide separation between buses, cars, pedestrians and bicycles with clear signage. A driveway zone will be planned to allow for stacking of vehicles off of adjacent roads. In addition to safe pedestrian and vehicular traffic buildings will be designed for visibility of the surrounding site and utilize passive and non-passive solutions for site visibility and security.

4.1.16 Severe weather preparedness: This facility will not be designated as an emergency shelter.

4.2 Technology: The facility will be planned for full wireless network capabilities and a long term sustainable technology infrastructure. Classrooms will be fitted with technology for 21st Century Learning tools in addition to district provided devices for connectivity to the internet and other databases. The space program includes telecom equipment rooms as necessary for the size of the facility. Additional back-up systems will be coordinated with the school district during design.

4.3 The new school will be based on a traditional educational model. Refer to the attached space program for the planned gross square footage, capacity and a full list of core educational spaces and support spaces.

- * The proposed plan is for 76,280 gsf at 127 gsf/student

- * A special feature of the new Alsup ES is to include a PreKindergarten program that currently exists off site.

There will be a natural efficiency in combining the PreK program with the new facility for parents, staffing and other general support facilities.

- * Classrooms are sized appropriately for the planned enrollment and capacity and vary based on grade level requirements.

- * In addition to core classrooms the program includes a music room, art room, gym, cafeteria, and a media center.

- * A stage will be provided in either the cafeteria or gym.

- * Administrative areas including offices, work rooms, clinic, conference rooms and a building support areas are planned to accommodate the educational program.

4.4 The new school will comply with Section 24-30-1305.5 C.R.S for new facilities and conform to the High Performance Certification Program (HPCP). The project will be design to meet LEED V4 Gold Standard, or Green Globes with Three Globes, or the Collaborative for High Performance Schools (US-CHPS)

4.5 Historic significance: The existing school is not considered to have historical significance and would be difficult to revitalize in order to meet current safety, health, energy and technology standards.

Alsup's new building will be constructed to meet the Public Schools Facility Guidelines to date. As for the current building the

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conditions do not meet today's guidelines and have created an environment that is not conducive to student learning.

The new building main entrance bus and student drop-off will both be south facing eliminating ice and better control of traffic. This new entrance will also keep a steady flow of traffic and allow pedestrian monitoring for building access and security. The new location will also keep students safe from congested industrial traffic and the new lite rail tracks that must be crossed get to school. Site storm water drainage issues will be addressed with the new configuration and grade to avoid water infiltration and ice buildup as before.

Addressing the current safety and health issues:

The foremost important issues with Alsup are safety and security concerns. The current building lacks dedicated safe drop-off and pick-up areas with adequate lighting. In the winter hours students are usually dropped off in the street or in the neighborhood creating safety concerns because the area dedicated for this is too small and dark. The current parking lot is also a major safety concern due to the slope, size and configuration. The new site will address both issues as it will have lighted designed areas for school bus lanes as well as parent and pedestrian traffic off the main throughway assuring that traffic in these areas are school traffic only.

The interior of the building issues will be addressed with the new configuration allowing natural lighting into classrooms. Safety concerns related to doors, windows and emergency exits will be eliminated with current 21st century layout and current safety codes. The main entrance will be designed to monitor all visitors who enter the building and securing classroom occupied classroom areas. This will include a clear view of the entrance by administration, electronic monitoring, electronic locks, and a visitor check in at the main office. This building will also meet all required ADA codes and requirements unlike the current building which does not have ADA accessible paths of egress and restrooms. In addition, the new building will eliminate the exposed wiring and plumbing that is located along the interior walls of the school and in classrooms.

This new building will address all the safety and health concerns as aforementioned in the previous sections of the application. To meet the needs of each child in Alsup, Adams 14 has concluded that it is in the districts best interest for safety, health, fiscally and educationally to address these issues through the construction and new location of Alsup Elementary School to the old Adams City High School site.

How Urgent is this Project?

The current building conditions and layout at Alsup have immediate deficiencies as mentioned above that need to be addressed soon or the systems inside the building conditions will fail. With the help of the BEST grant we will be able to address all the deficiencies listed above. Adams 14 has contracted with numerous contractors to alleviate damage to Alsup. These issues will continue to pose immediate and ongoing deficiencies and Adams 14 will provide temporary solutions if the grant is not awarded. Alsup has a CFI score of 75.9% and an FCI score of 44.83%. The urgent attention to the health and safety issues for this school are present on a daily basis for students' staff and parents. Not only is health and safety an issue but also a financial pitfall to maintain conditions to get by rather than replace and correct with 21st century standards.

Safety concerns with building layout: the 1959 lay out of Alsup makes it difficult to supervise and monitor student's safety. For example, the main entrance is not visible from main office or any other point in the building as individuals can enter the building and never been seen with direct access to classrooms. This has been an ongoing issue as recently reported on national news for an Amber alert in which a father kidnapped his girlfriend and entered Alsup in an attempt to take his child with them.

The interior beyond the main entrance is also a safety issue as it is very confusing for daily operations and emergencies. Monitoring student's movement throughout the building is difficult due to the number of interior doors that connect all of the rooms. This is also a fire hazard because some of the doors are not operable and can create additional access points to students in lockdown situations. Finally, there are fire exit doors at each classroom that are constantly being filed down to keep them functional in case of a fire. With extreme settling of the 59 year old building it has become a serious trap in emergencies.

Controlled Access to the building: The front of the building has on clear line of site to the front door. As visitors enter the building, it is not clear where the main office is or located. Another safety concern I is that visitors have access to the P.E classroom before they have access to the main office. Not all exterior doors are labeled emergencies exits or are not always

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operable due to the age and settling of the brick and mortar.

Unsafe Drop-off and pick-up: The drop-off situation at Alsup is extremely unsafe as it was constructed for traffic conditions of the 1950's. The result of this design has resulted in students being hit by moving vehicles and cars running into each other. There is not a dedicated parent drop-off at this location, thus requiring parents to drop students off in random areas of the parking lot or the surrounding neighborhood streets. Many students are dropped off on the exterior of the school grounds to avoid congestion. This has resulted in many students not using the cross walk and multiple near misses of students by moving vehicles. The front of the school has become a thruway for large commercial trucks because of its location to the industrial areas surrounding the property. These large semis are often traveling at speeds that create a danger to students as they cross the street. Due to the safety issues at arrival and dismissal, it takes the majority of the staff to monitor outside leaving inadequate supervision on the interior of the school. Because of the traffic conditions at this time the principal often has to call patrol to monitor the traffic and to intervene situations of road rage between travelers.

ADA compliance: The conditions of 1959 are still present with little or no compliance to the new ADA laws. This is not due to the districts lack of attention to ADA, but due to the infrastructure making it too difficult, more dangerous, or too costly. Alsup's entrances to the building are not ADA compliant or easy to access. There are no unobstructed paths of egress that are ADA compliant. This leaves students with disabilities in a situation where a special plan has to be developed to accommodate emergencies and requiring more than one adult to assist. Restrooms are also inadequate for meeting the ADA requirements because they are too small to retrofit the required space required nor have the ability to accommodate students with disabilities and those that are abled at the same time. Thus requiring additional supervision during restroom breaks.

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Negative grade and drainage: Due to the negative grade and settling over time the building is suffering from deficient drainage and pooling of water. Because of the negative grade in the east parking lot the accumulation of water often runs back towards the building. This is also true when the sewer backs up and sewage from the sewer cap flows back towards the building. There are often pools of water that accumulate around doors and sidewalks creating obstacles for students, staff and parents. This also makes slipping hazards for individuals when the conditions become cold. On one occasion the sewer backed up in the winter during the night and students slipped and fell on frozen sewage the next morning.

Inadequate lighting and wiring: Alsup has much of its 1959 wiring that is insufficient to operate in today's 21st century demand for technology. Much of the new wiring is exposed conduit throughout the building to produce power to areas that are lacking. Most of this wiring exposed people to electrical boxes, junction boxes and fixtures that are dangerous. The lighting for student learning is inadequate and not conducive for today's learning environments. Many areas in the school's interior as well as exterior fields and parking lots are dim and or missing sufficient lighting creating dim or dark areas that are a safety concern.

In addition to the aforementioned health and safety, issues at Alsup the state also concluded that the following systems and or structures need to be replaced due to the nature of its condition.

- Exterior windows: most exterior windows are single pane with outside storm windows. These are not energy efficient and should be replaced.
- Exterior doors: the system is beyond the life expectancy as it was original equipment in 1959.
- The roof: the existing roof was replaced in 1986 and has expired its service life in 2009.
- Interior doors: the system age is beyond expected life and showing signs of deterioration for its original install in 1962.
- Interior walls: the glazed block is in poor condition, beyond expected life and the grout is failing and blocks are cracking.

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- Sanitary Waste: the system is beyond life and showing signs of deterioration from its install in 1962.
- Drain Water: many failing components and deterioration the system is beyond it age.
- Plumbing system: partial replacement of plumbing system was complete inn 1998 with a 20 year life expectancy that is up in 2018.
- Sprinkler system: Fire Sprinkler system did not exist in 2010 and has been modified to meet code but is only meeting the bare minimum requirements.
- Lighting and wiring: inadequate light exists throughout the building with exposed conduit in all areas.

The state assessment of 2010 provide by Colorado Department of Education (CDE) notes that the following systems need to be replaced due to the current conditions:

- Roadways and parking lots: the roadways and parking lot are beyond expectancy (2009) and has failing components.
- The pedestrian paving: is beyond expectancy and is a safety concern for people entering and exiting the building.
- Site Development: was installed in 1959 and is failing and replacement is necessary to reduce health hazards.
- Water supply: the district has spent countless hours and money replacing portions of the water supply. The main portions of the supply lines are still in need of replacement as suggested by CDE.
- Sanitary Sewer system: there are several lift stations that are in closets next to classrooms and often fail. The result is sewage back up on the floors, halls and in the parking lots. This is a health and safety issue that happens far too often leaving sewage smells for days after clean up.
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- Electrical Distribution: Is the original system and is beyond life expectancy and has an increase of failure due to age.
- Site Lighting: beyond expected life and is insufficient or inadequate in areas creating safety issues. This is especially concerning during winter daylight adjustments leaving students and staff in dark areas of the school grounds.
- Site communication and Security: The main entrance is not protected from vehicular entry creating safety concerns to individuals within the building.
- Exterior windows: The windows have exceeded the 30-year service life in 2009 and are not allowing proper lite through due to opaqueness from age.
- Exterior Doors: many of the exterior doors and emergency exits get stuck due to settling of the building and have reached their maximum life in 2009.
- Roof Coverings: Beyond life expectancy in 2009 from its new install in 1986 has shown that it will not hold up due to condition.
- Partitions: The interior partitions are original and need to be remodeled so that they do not impede the flow of people in hallways and create safety concerns.
- Interior doors: Beyond life as originally installed in 1962. Many of the doors show deterioration and fire concerns.
- Fittings: Interior fittings are beyond life expectancy and are showing age and deterioration. These conditions are creating safety and health issues throughout the building.
- Wall finishing: The glaze blocks are in poor condition and the grout is failing and needs to be replaced.
- Floor Finishing: Floor finishing's are beyond life expectancy and are creating increased safety issues due to age. The ageing system were installed in 1962.
- Ceiling finishing: The ceilings need replacement due to continuous failure of systems. The ceilings are showing significant signs of deterioration.
- Sanitary Waste: The system is beyond life and has several system failures throughout the year leaving sewage in occupied space creating health and safety concerns. .
- Rain water: the rain water system is not adequate for today's standards and often fail on high volume days.
- Fire Protection: is out of life expectancy form 2013. It is suggested that to be replaced.

In addition to the concerns of CDE, the building has significant educational suitability issues. There is not adequate lighting in the building conducive to learning. Many of the aged windows are now opaque not allowing sufficient lighting in classrooms and the hallways leaving areas of the building dark like. There are issues with the amount of storage space in the classrooms especially special education) leaving egress areas often blocked. The technology in the building is not adequate in the learning

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areas and is retrofitted due to the old construction of the building leaving students behind the 21st century conditions for learning. There is not sufficient space for the arts at Alsup often leaving student's limited access to specific learning.

The combined concerns, safety and health issues, it is clear that the current building structure and programming at Alsup Elementary is deficient to serve the needs of the current student body. With the recommendation of CDE and the district evaluation, rebuilding this structure is the only viable solution.

To sum up the current condition of this building is to say it is not healthy or safe to continue educating our students in this building. This building has significant suitability issues that are not meeting the needs of its students. The most serious concerns and problems as were aforementioned is the safety of the building's layout and health concerns such as sewage. The controlled access to the building and monitoring who enters and leaves the building during operation. The school drop off and pick up for students is unsafe due to the size of the parking lot and off street access. Alsup is not ADA compliant in the main building, outside public areas, bathrooms are not compliant nor adequate for the number of students and not meeting the needs of our disabled students. The school has a broken sewer system that does not function correctly creating health and safety issues for all students, staff and parents. The negative grade for water drainage at the building has created water and ice buildup that is creating not only slipping hazards but also prime opportunity for mold in the warmer seasons. Finally, the lighting of the building is inadequate leaving students in dim working conditions and dark areas of the campus leaving students and staff in unsafe situations.

Given the enormous number of health and safety issues that exist at Alsup. It is very imperative that the current building and structure be replaced allowing students in Adams 14 a conducive learning environment that will allow them to thrive.

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?

Adams 14 School District currently has an operations budget of 8,149,831 to include maintenance and utility cost associated with maintaining buildings. The last five years of operational expenditures are represented below.

Operations and Maintenance

Operations and Maintenance(excluding capital reserve)

ActualsBudget

year2012-13 - 2013-14 - 2014-15 - 2015-16 - 2016-17 - 2017-18

Salaries 2,914,819 - 2,965,129 - 2,788,489 - 3,210,086 - 3,198,346 - 3,838,042

Benefits 852,714 - 895,213 - 869,715 - 993,706 - 1,023,361 - 1,215,943

Purchased Services 1,606,855 - 1,331,587 - 1,232,124 - 775,744 - 898,072 - 1,149,871

Supplies 1,907,561 - 2,021,490 - 1,809,207 - 1,708,749 - 1,676,474 - 1,877,994

Equipment/Property 2,521,281 - 48,393 - 10,427 - 27,580 - 45,162 - 62,467

Other0 - 0 - 0 - 1,137 - 12,416 - 5,984 - 5,515

Total9,803,230 - 7,261,812 - 6,711,099 - 6,728,281 - 6,847,399 - 8,149,831

Adams 14 non-instructional budget allocations have fluctuated over time due to the other demands. Some of the reasons are due to other district requirements based on instructional focuses that require additional funds to meet student achievement. Some of the adjustments also come from services that must be contracted such as roofing, plumbing, major technology, concrete/asphalt and reductions in supplies and materials. Every year the district capital needs are assessed and prioritize based on the projected needs of the district. These needs are prioritized on student's health, safety and learning. The following table represents the capitol reserves fund allocation per pupil for the last five years.

Capital Reserves - 2012-13 - 2013-14 - 2014-15 - 2015-16 - 2016-17 - 2017-18

Total Allocation(transfer)1,825,000 - 1,460,000 - 1,300,000 - 2,750,000 - 1,350,000 - 2,200,000

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Student FTE - 6,878 - 6,931 - 7,205 - 7,126 - 7,054 - 7,016
Per Pupil Amount - 265 - 211 - 180 - 386 - 191 - 314

For the Fiscal year 2017/2018 Capital Reserves fund allocation is set at 2,200,000. Much of these funds are allocated to facilities repair and updating. In year when major projects and costly repairs are necessary, district funds will be rolled over from the previous year to buffer the costly impact. Some of the costly repairs are projects such as plumbing, HVAC, roofing, concrete/asphalt, athletic field repair. With limited funds, it is necessary to often put other repairs on hold as other become more of a priority.

Adams 14 is not in a financial position to allocate the limited funds for building replacement with the capital reserves budget. The district's budget is among the lowest in the state for school funding per pupil. This funding crisis along with the current conditions of the building, make it too difficult to address the major repairs such as roof, parking lot, sewer system, technology, paint, carpet, asbestos abatement. With too many projects from aging buildings, Adams 14 does not have the means to replace the building without the support of a BEST grant and waiver.

Following the construction of a new building, Adams 14 will create a custom maintenance plan to ensure the long-term life of the new building. The current staff will be transferred to the new building with specific training for the care of the new materials within the building. The district will also train and update the support technicians to specific maintenance needs of the buildings such as plumber, groundskeeper, electrician, HVAC, locksmith, security tech. Based on the square footage and efficiency of the new building, we estimate that the cost to operate it will be significantly less allowing cost to support additional staff for preventative maintenance.

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 the school district since it was constructed in 1959.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

It is an original one story building with no renovations within this time frame.

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

Adams 14 has attempted a bond 3 times in the past 8 years to address our schools facility needs. However, we have been unsuccessful. Therefore, funds to address all facility needs have come from the districts capital reserve funds through a list that was prioritized based on urgency. Unfortunately, our capital reserve funds are limited and our conditions are being maintained rather than corrected due to funding restrictions.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The District provides an allocation annually from it's General fund to the Capital Reserve fund. For fiscal year 17-18 this amount was \$2,200,000 for the district, or \$314 per pupil. 2017-18s allocation was increased slightly from prior years to accommodate certain projects. Annually a list of all needed projects is developed and prioritized, with safety and compliance with laws/regulations as a priority. The list is evaluated by District leadership and weighed against any other pressing District needs to determine the final allocation amount.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

We are not relying on a reduction in utility costs in our determination of the affordability of this project. We do anticipate that the future utility costs will see a reduction in cost per sq ft. especially in electricity and water as we move Alsup to the new site. We anticipate using this cost savings to offset the increased costs due to the larger total area of the building.

Current Grant Request: \$19,650,133.78

CDE Minimum Match %: 42

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Current Applicant Match:	\$14,229,407.22	Actual Match % Provided:	42
Current Project Request:	\$33,879,541.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Capital Reserve Fund, General Fund Unassigned Fund Balance, and Certificates of Participation
Future Grant Requests:	\$0.00	Escalation %:	5
Total of All Phases:	\$33,879,541.00	Construction Contingency %:	3
Affected Sq Ft:	76,279	Owner Contingency %:	5
Affected Pupils:	519	Historical Register?	No
Cost Per Sq Ft:	\$444.15	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$72.76	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$371.39	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$65,278.50	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	147	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	6,547	Bonded Debt Approved:	
Assessed Valuation:	\$725,699,790	Year(s) Bond Approved:	
PPAV:	\$110,845	Bonded Debt Failed:	\$139,700,000
Unreserved Gen Fund 16-17:	\$7,364,026	Year(s) Bond Failed:	13,14
Median Household Income:	\$42,792	Outstanding Bonded Debt:	\$72,305,000
Free Reduced Lunch %:	87.3%	Total Bond Capacity:	\$145,139,958
Existing Bond Mill Levy:	9.681	Bond Capacity Remaining:	\$72,834,958
3yr Avg OMFAC/Pupil:	\$1,062.51		



February 20, 2018

Dear Dr. Abrego:

The City of Commerce City fully supports the Adams 14 application for the Colorado Department of Education BEST grant. Moving Alsup Elementary and Adams Middle School from their current location is not only needed to provide a healthy, safe, and state of the art learning environment, but aligns with the City's Station Area Master Plan (STAMP) for the area.

Currently, both the middle school and elementary school are located on a main collector road where there has been an increase in traffic. 72nd Avenue is our primary access point from Colorado Blvd, HWY 85 and HWY 2. RTD North Metro Rail Line will also be opening a station three blocks west of these schools on East 72nd Avenue. The changing dynamics in this part of the City of Commerce City, specifically in the area of Alsup Elementary and Adams Middle School, have caused us to look at our current infrastructure, roadways, and public transportation. The City did an evaluation of the area and learned that because of the changes and demands there is a direct effect to motorist and pedestrian safety. And it was this evaluation in the STAMP that led us to recommend to the school district that relocating these schools would provide a much safer environment for the students and surrounding area.

Across the city, we are currently experiencing high growth, and increased demand for services. Based on building permit activity, we have increased our population by almost 3,000 residents in the past 18 months. The Denver Regional Council of Governments (DRCOG) population forecasts that in eight years we will have an additional 30,000 residents putting our projected population at 78,655. Further, since we know new school buildings are needed, the city fully supports locating these new facilities in locations that are best for not only the community, but the students as well.

The City of Commerce City not only supports Adams 14's application for the BEST grant; we are also a committed partner in making sure this project succeeds.

Best Regards,

Brian K. McBroom
City Manager

● Facilities Impacted by this Grant Application ●

MAPLETON 1 - Global Intermediate Academy 4-8 School Replacement - Global Leadership Academy (John Dewey MS) - 1961

District:	Auditor - Mapleton 1
School Name:	Global Leadership Academy (John Dewey MS)
Gross Area (SF):	78,060
Number of Buildings:	3
Replacement Value:	\$18,020,923
Condition Budget:	\$10,715,119
Total FCI:	0.59
Adequacy Index:	0.36



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,145,753	\$2,608,717	0.83
Equipment and Furnishings	\$531,417	\$498,871	0.94
Exterior Enclosure	\$2,259,050	\$755,224	0.33
Fire Protection	\$38,369	\$841,790	21.94
Furnishings	\$353,690	\$265,482	0.75
HVAC System	\$2,131,832	\$1,435,591	0.67
Interior Construction and Conveyance	\$3,795,369	\$2,786,176	0.73
Plumbing System	\$1,294,657	\$1,428,751	1.10
Site	\$2,148,622	\$911,739	0.42
Structure	\$2,322,164	\$0	0.00
Overall - Total	\$18,020,923	\$11,532,341	0.64

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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? Yes

If Yes, please explain why: This application was placed on the short list in 2017, but funds ran out and thus were not awarded.

Project Type:

- | | | | |
|--------------------------------------------------------|---------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> New School | <input type="checkbox"/> Roof | <input checked="" 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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input checked="" type="checkbox"/> Other Building demolition |

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 students and staff are provided a safe environment and students are empowered to achieve their dreams and contribute to their community, country and world. Most of Mapleton's 8,939 students live in unincorporated Adams County, immediately north of Denver. Of that number, 6,581 students attend District-run brick/mortar schools, while 2,358 participate in a statewide online program. As of 2017-18, 73% of students in brick/mortar schools receive free/reduced lunch, and 45% are learning English as a second language.

Mapleton has a long history of education reform. In 2001, troubled by declining test scores and graduation rates, leaders recognized that the traditional system was failing students. In 2004, after intensive community-wide strategic planning, all District schools were closed and small-by-design schools with varied instructional models were opened in their place.

Today, 16 small-by-design schools are successfully operating. Models include Expeditionary Learning (EL), Big Picture/Early College, International Baccalaureate, STEM, STEAM, Workshop Model, Coalition of Essential Schools and University Partnership. There are no default neighborhood schools. Families visit the Welcome Center to choose the school that best meets their needs. Transportation to any school is provided for students residing in District boundaries, regardless of where the student lives or where their chosen school is located.

Evidence of success over the last decade:

Graduation rate increase: 55.3% to 65.9%

Dropout rate decrease: 14.7% to 3.2%

Average ACT score increase: 16.6 to 19.2

College acceptance rate increase: 70% to 98%

In 2010 Mapleton began addressing its aging facilities. With BEST support, Mapleton replaced its outdated, comprehensive high school building with a K-12 campus, which now includes five schools and serves 1,900 students. A high school wing was added to York using bond funds.

In 2016, a 100-member District Facilities Task Force studied facility assessments done by the state and determined there was an urgent need for improvements at the following sites: Welby (\$10M), Adventure (\$19M), Global Campus (\$64M), Valley View (\$23M), Monterey (\$22M), Explore (\$23M), Achieve (\$22M) and Meadow (\$3M). Excluding the Skyview Campus, all buildings are approaching 60 years old, which is beyond the typical lifespan of a school building.

The task force recommended the Board of Education pursue a bond election to address facility needs. The Board agreed, and in 2016 the community approved a \$150M bond. While these funds will fund important repairs, our buildings have over

BEST FY2018-19 GRANT APPLICATION SUMMARIES

\$220M worth of needs. We are at least \$70M short of what is needed and at the edge of our bonding capacity. Additional District funding is nearly impossible.

The Global Campus masterplan cannot be completed without support from BEST. The campus houses 721 PreK-12 students. In 2018 Global Primary Academy will open to PreK-3rd grade students. In 2016, the PreK-3 building was shortlisted to receive BEST funds, but did not. The District could not delay construction any longer and had to move forward with construction using bond funds. Global Leadership Academy will open to 9th-12th graders in 2019. Remaining in the current building will be 249 4th-8th graders - 88% receive free/reduced lunch and 67% are learning English as a second language. Global is in its third year of a CDE Tiered Intervention Grant, which supports comprehensive school improvement at underperforming schools. The first step identified through the grant was the division of the PreK-12 school structure into three schools: a PreK-3, a 4-8, and a 9-12. The second step is to address urgent health and safety needs by creating new facilities that meet instructional programming needs.

Deficiencies Associated with this Project:

The Global Campus is located at 7480 N. Broadway in Denver, Colorado, immediately adjacent to 1-25 and close to the 1-36 and 1-76 interchange. The campus includes the original building constructed in 1961, a classroom addition completed in 1972 and two annex buildings added in 2004.

The Colorado Department of Education's latest Facility Index Dashboard found the Global building to have an average FCI score of .62, meaning the issues are severe enough to require a replacement. The primary safety issues with the Global building are as follows:

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

The easternmost buildings are remote and located toward the very 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 east buildings are even present. Because the entrances to these buildings are unsecured and do not have cameras, daytime locks or direct staff supervision, the buildings can easily be accessed by anyone. This area immediately adjacent to the Global Campus has one of the highest crime rates in the District. There have been several shootings over the past few years, the most recent, in January 2018, occurred at an apartment complex directly north of the building. The north-side windows are shattered and shot out regularly. Having secluded spaces creates a significant safety and security concern for students and staff.

The current layout of the building requires students to move between the buildings to access the gymnasium and cafeteria in the main building, which means 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 has funding for).

Due to the layout of the building, it is not clear where the main entry to the building is. This can become problematic for visitors, and more importantly, emergency responders. The main entry to the building cannot be seen by the front office, meaning office staff cannot see visitors until they are already inside the main building.

The Global Campus has two separate communication systems that only work in classrooms and not in hallways, making it difficult to communicate quickly to all students and staff during an emergency situation.

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 eastern-most buildings toward the back of the school during severe weather because they are wood frame construction. Tornado warnings

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happen frequently during the spring and summer months, and the District has been hit by a tornado in the past.

ASBESTOS: An assessment by RLH Engineering found asbestos in pipe fittings, pipe insulation, ceiling tiles door and window caulking and block filler. The biggest safety concern is with asbestos-containing (ACM) floor tiles, which are coming loose in many classrooms and the main hallways. There are also asbestos ceiling tiles, block filler and transite panels which are becoming more exposed due to age and use of the building. Because the roof leaks, the wet ceiling tiles can fall and make the asbestos friable. Current estimates indicate that it would cost at least \$900,000 - \$1,080,000 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 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, which has led to fights and complications among students.

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

ANTIQUATED COMMUNICATIONS SYSTEM MAKES QUICK COMMUNICATION DIFFICULT: Current communication systems do not work in the hallways or outside the building. In the event of a serious emergency, it would be difficult to communicate quickly to all students and staff in and outside of the building. This problem is compounded by the fact that the classrooms do not have phones due to lack of available data and electrical service.

UNSAFE BATHROOM FACILITIES: Because the building's boiler system and pipes are operating beyond their useful life and showing signs of deterioration, there is often a lack of hot water in the restrooms. This can lead to health concerns when students and staff cannot properly wash their hands after using the bathrooms.

LACK OF ADA COMPLIANCE: Only the main entrance at Global approximates an ADA access point, but even this entrance does not meet current codes. 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. Another entrance which was ADA accessible in the past had to be modified to keep water from running into the building during rain or snow and to prevent ice buildup. Because of this modification, the entrance is no longer ADA accessible. Most of the building does not have proper signage, restroom applications, door hardware or drinking fountain applications.

LACK OF VENTILATION: Currently, throughout the Global Campus, CO2 levels are above acceptable levels. Through-wall ventilation systems are no longer functional and no longer capable of providing air exchange, meaning there is a lack of appropriate fresh air throughout the Global buildings. This is particularly problematic because the school is located immediately next to the heavily trafficked I-25. There are two types of heating and cooling in the back buildings because the District did not have sufficient funds to install a cooling system for the whole building, initially. A second cooling system was installed later. As a result, the air handing in the building has never been appropriately balanced.

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

REDUCED CURRICULUM BECAUSE OF FACILITY AND TECHNOLOGY LIMITATIONS:

Global's main building is approaching 60 years old and cannot support the technology or offer the flexible learning spaces necessary for 21st-century learning. The curriculum is not limited by staff and students, but rather by electrical outlets, classroom layout, and noise levels created by low ceilings.

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Demotivating and Discouraging Space: The Global school campus is located in an underserved part of the Mapleton community. The neighborhood is densely populated with families and children, yet lacks important and valuable resources, including a recreation district, parks, and open spaces. A building which has been deemed worthy of replacement by CDE will never lift a community. When classrooms lack proper daylighting, thermal comfort and fresh air, students are not compelled to participate in school and achieve their dreams.

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.

Proposed Solution to Address the Deficiencies Stated Above:

The District initially considered renovating the current Global building, but quickly recognized that the cost of renovating the building was at least 20 percent higher in cost than replacing the facility. Educational buildings are built with a 50- year life expectancy and this building has more than exceeded its lifespan. Any renovation would not adequately address the site/building safety issues, ADA issues, classroom indoor air quality or the educational suitability of the classrooms and building. Furthermore, there is no cost-effective way to retrofit the building to make it ADA compliant because it is asbestos-coated masonry construction. Therefore, after much consideration and review, the District has decided that a replacement building for Global Intermediate Academy 4-8 is the only fiscally and educationally sound solution to the many deficiencies.

Because we could not wait any longer to address the extensive safety and security concerns and educational suitability needs facing students and staff on the Global Campus, we are currently using bond funds to begin the implementation of the Global Campus Master Plan. This BEST grant will make it possible for us to finish the master plan and remove all students from the safety and security issues as well as daily hazards in the current building. Worth only about 15 percent of the overall cost of the Global Campus Master Plan, this BEST grant will free up valuable dollars to address urgent needs at eight other school buildings and offset the nearly \$70M shortfall Mapleton is facing, where capital needs are concerned.

ADDRESSING CURRENT SAFETY, SECURITY AND EDUCATIONAL SUITABILITY 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. Directors 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 in the above section. The Campus Master Plan includes three separate buildings for Global Primary Academy (PreK-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, which can result in a cost-saving. Each building (and the campus as a whole) has typical square footage per student (per CDE guidelines), as well as typical cost per square foot.

The new 4-8 building will be located on Broadway, on the northeast corner of the existing Global site. The building will be 45,980 square feet and includes the following spaces:

Classrooms

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

Education Support Areas

- Music room
- Art room
- Foreign language room

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- 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

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

- 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. The exterior wall system will be insulated concrete panels directly supported on strip footings and structural steel studs with exterior veneers supported on poured-in-place concrete grade beams on strip footings and structural steel columns, beams, joists and deck. The slab will be a slab on grade. The roof will consist of an R-30, 60-mil, fully-adhered EPDM roofing system over structural steel beams, joists and deck. Interior walls will be steel studs and gypsum board, except in areas where high durability is required such as restrooms. Site improvements will include drop-offs for buses and parents, visitor and staff parking, and site utilities. The building envelope and mechanical systems will be designed to meet the priority outcomes of the CHPS National Core Criteria, including:

- Maximize the health and performance of students and staff;
- Conserve energy, water and other resources in order to save precious operating dollars;
- Minimize material waste, pollution and environmental degradation created by a school
- Make the building ADA accessible

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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. The placements of the new buildings ensure high levels of visibility and active security at each entrance. The new classrooms will be designed with ample visibility, allowing staff to see into classrooms easily, while also providing a view shadow in the case of an active intruder. The design also includes simple hallways for easy supervision. With the new building, we will be able to remove the separate buildings currently on campus, alleviating the many safety and security concerns associated with these buildings. Students will no longer have to travel between buildings to access the gym, library or cafeteria. 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.

How Urgent is this Project?

To solve all safety and security issues on the Global Campus, Mapleton must replace the current Global building with a new building for Global Intermediate Academy 4-8. Our match is in hand and our community is on board. The District has maximized its bonding capacity, yet still finds itself with more than \$70M of unmet capital needs. This results in an urgent need for BEST support in the Mapleton District. BEST support for the Global Campus, now, will free up precious dollars so we may begin to address serious safety and security threats at eight other Mapleton buildings.

UNMONITORED, UNSECURED ENTRIES/SAFETY AND INTERIOR SAFETY SECURITY ISSUES

Delaying completion of the Global Campus Master Plan means we continue to subject students and staff to daily safety and security hazards that will only worsen with time, while increasing the financial burden on the District's already tight budget. The layout of the building and the interior and exterior safety issues are such that the buildings do not meet current standards. Without BEST grant funds, we will be forced to make an unfortunate compromise and leave students in a failing building. The interior and exterior safety and security issues must be addressed now and will be an ongoing concern until replacement of the current building is achieved.

ASBESTOS: The existing ACM is currently non-friable and generally undisturbed, with the exception of the floor tiles. However, as 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 of it in the building. According to an independent District-wide roof assessment, roof failure is imminent. Because of this, water infiltration is likely to increase over time. Asbestos abatement is an urgent need in that exposure could happen at any time, even with the monitoring required in our AHERA plan.

COMMUNICATION SYSTEMS: 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 and scavenge a part. It can take weeks to procure a part for Global's current communication system, leaving the students, staff and greater community vulnerable for a significant period of time. Because there are no phones in the classrooms, the building can effectively be without internal communication 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 mean lock down, three tones mean lock-out. This deficiency has significant urgency when combined with the lack of secure and monitored entrances, because a security breach could occur anytime, and our staff and students would be unable to appropriately respond.

ADA COMPLIANCE: The building is not ADA compliant and does not meet current codes without significant upgrades, creating an urgent deficiency for students with disabilities. Mapleton is a District of choice and supports the success of all students by providing a menu of opportunities to choose from, however, students with disabilities are unable to select Global because of the building's limitations. There is no cost-effective way to retrofit the building to make it safer because of its asbestos-coated masonry construction.

VENTILATION: The two separate HVAC systems still work, but not together, which has already created ventilation issues in the

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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 issue. This is an urgent situation because poor air quality has been proven to negatively affect students' ability to learn, and Mapleton is unable to address this issue in an adequate manner, resulting in our students continuing to not be able to meet their potential.

CURRICULUM AND SCIENCE CLASSROOMS: To provide the necessary space for science classrooms for 4th-8th grade students, there would have to be a major renovation to provide appropriate science classrooms for elementary and middle school curriculum. 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 the building's issues and would also require significant asbestos abatement. This is an urgent situation because the current science classrooms are unsafe for teachers to deliver important grade level content and are also unsafe for students to fully explore the science curriculum. Because of the dangers presented by ill-equipped science classrooms, this will continue to be an urgent need until new science classrooms are constructed.

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.

4.1.13 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 dropoff. 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.

4.1.14 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 the section 4.3.1 of the Public School Facility Construction Guidelines.

4.5 Historic Significance: The existing school is more than 50 years old, built in 1959. 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 or more than the cost of a replacement.

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

For the 2017-18 school year, Mapleton Public Schools had an Operations and Maintenance budget (including utilities) of \$5,431,206. This is approximately \$908 per funded pupil (excluding Colorado Connections Academy, the District's online contract school). The actual expenditures for the past six years are found in the table below:

Operations and Maintenance	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017
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Salaries	2,476,443	2,098,628	2,226,876	2,246,779	2,421,242	2,395,905
Benefits	704,406	603,524	668,014	694,820	771,513	770,089
Purchased Services	942,203	874,222	1,271,480	1,088,686	874,914	1,089,533
Supplies and Materials	1,020,746	1,229,051	1,355,246	1,272,322	1,147,331	1,187,841
Property	3,862	35,690	8,885	25,073	12,914	6,782
Other	946	1,379	1,935	1,574	2,139	3,025
Total O & M	5,148,606	4,842,494	5,532,436	5,329,254	5,230,053	5,453,175

As with most non-instructional district budgets, Operations and Maintenance allocations have fluctuated over the past several years due to pressures on other aspects of the District mission, namely, improving instruction, increasing opportunities and raising student achievement. Some of the cuts to services come from contracted services, such as plumbing services, roofing services, lawn services, as well as reductions in supplies and materials. District capital needs were assessed and prioritized based on a hierarchy of impending needs to address adequate safety and security of the students. In addition to General Fund dollars, the District allocated funds to the Capital Reserve Fund, which is required by state law for the purpose of funding capital project needs of the District. The District maintains a five-year operational plan which prioritizes capital improvements and transportation fleet based on the urgency of need. The following table illustrates the Capital Reserve fund allocation per pupil for the past six years:

Capital Reserve	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Total Allocation	2,156,590	1,959,672	1,030,062	2,340,600	1,390,000	1,748,541
Student FTE	5,769	6,043	5,786	5,836	5,870	5,896
Allocation per Pupil	374	324	178	401	237	296

In FY18, the Capital Reserve Fund allocation is set at \$1,350,000, or \$205 per counted pupil. Approximately 30 percent of these funds are dedicated to facilities repairs and improvements, with funds carrying over, year to year, when expenditures are not required. These funds may be used for HVAC, plumbing, roofing, fencing, painting and other capital site improvements. Another \$20,000 for repairs and maintenance is found in the Insurance Reserve Fund to cover the cost of uninsured damage to property.

The District is not able to budget for building replacements in its capital reserve budget. The District's per-pupil funding is among the lowest in the metro area. When Mapleton's low per-pupil funding is combined with its many aging buildings, it is difficult to do more than replace HVAC systems, roofs, paint and carpet. The rest of the capital budget is taken up by ongoing repairs to all the older buildings' systems; as most of Mapleton's buildings are approaching or beyond 50 years of age.

The new 4-8 building is an estimated 45,9880 square feet upon completion. In order to ensure that the building is properly maintained, 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 knows 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 the current building, most of the systems are failing and the preventative maintenance plan has become nearly irrelevant.

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. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

No significant capital projects have taken place at this school in the past three years. In 1972, additional classrooms were added to the original facility. In 1992, a mechanical, electrical and plumbing update was completed. In 1993, a new

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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 of 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 the schools in the District are more than 50 years old, including Valley View, the subject of this grant, and there are not sufficient funds available to address the more than \$220M worth of needs facing the District. After the successful 2016 bond, the District has met its bonding capacity and therefore cannot go after additional funds by passing an additional bond.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

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 at all District sites, such as school renovations, roof replacements, buses and HVAC upgrades. For the 2017-18 school year, the District's general fund contributed \$1,701,060 to this fund, which is equal to \$284 per funded student. Upon its completion, the new 4-8 facility will be added to the District's master plan, although 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.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Our current annualized utility cost for the 2016-17 school year was \$113,710.98, or \$1.45 per square-foot. The new 4-8 building is a part of a campus and will share many amenities with other buildings. To that end, the new building will be fewer square feet than the current building, making it hard to compare utility costs. It can be assumed that if the new building were to be designed with similar inefficiencies and used similar outdated mechanical systems, we would see a higher than average utility costs associated with the building.

Incorporating sustainable design criteria into the District's construction program is a priority for the Board of Education. The Board has directed staff to ensure that with each new school project consideration is given to sustainable, efficient designs and best practices. Sustainable design offers many benefits, including the energy savings associated with efficient windows, lighting and mechanical systems. Such energy savings are often reflected through utility costs.

Using energy model data, we can assume a building designed and constructed using the Collaborative for High Performance Schools (CHPS) guidelines would see about a 30 percent reduction in utility cost per square foot.

Current Grant Request:	\$10,920,379.77	CDE Minimum Match %:	43
Current Applicant Match:	\$8,238,181.23	Actual Match % Provided:	43
Current Project Request:	\$19,158,561.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Bond November 2016
Future Grant Requests:	\$0.00	Escalation %:	5.5
Total of All Phases:	\$19,158,561.00	Construction Contingency %:	5
Affected Sq Ft:	45,980	Owner Contingency %:	5
Affected Pupils:	249	Historical Register?	No
Cost Per Sq Ft:	\$416.67	Adverse Historical Effect?	No

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Soft Costs Per Sq Ft:	\$79.46	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$337.21	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$76,942.01	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	185	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	5,935	Bonded Debt Approved:	\$181,705,000
Assessed Valuation:	\$667,710,350	Year(s) Bond Approved:	10, 16
PPAV:	\$112,504	Bonded Debt Failed:	\$161,165,000
Unreserved Gen Fund 16-17:	\$3,266,600	Year(s) Bond Failed:	08,09,14
Median Household Income:	\$57,662	Outstanding Bonded Debt:	\$34,567,274
Free Reduced Lunch %:	60.6%	Total Bond Capacity:	\$133,542,070
Existing Bond Mill Levy:	21.139	Bond Capacity Remaining:	\$98,974,796
3yr Avg OMFAC/Pupil:	\$1,790.44		

● Facilities Impacted by this Grant Application ●

MAPLETON 1 - Valley View K-8 School Replacement - Valley View ES - 1959

District:	Auditor - Mapleton 1
School Name:	Valley View ES
Gross Area (SF):	35,690
Number of Buildings:	3
Replacement Value:	\$7,710,033
Condition Budget:	\$4,455,645
Total FCI:	0.58
Adequacy Index:	0.16



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	FCI
Electrical System	\$794,728	\$744,487	0.94
Equipment and Furnishings	\$245,599	\$239,140	0.97
Exterior Enclosure	\$800,126	\$469,192	0.59
Fire Protection	\$10,595	\$148,699	14.03
HVAC System	\$1,068,836	\$1,100,497	1.03
Interior Construction and Conveyance	\$2,189,534	\$505,319	0.23
Plumbing System	\$260,178	\$315,252	1.21
Site	\$1,195,584	\$1,060,848	0.89
Special Construction	\$412,901	\$0	0.00
Structure	\$731,953	\$19,996	0.03
Overall - Total	\$7,710,033	\$4,603,430	0.60

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Applicant Name: MAPLETON 1

County: ADAMS

Project Title: Valley View K-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 checked="" 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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input checked="" type="checkbox"/> Other Building demolition |

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 students and staff are provided a safe environment and students are empowered to achieve their dreams and contribute to their community, country and world. Most of Mapleton's 8,939 students live in unincorporated Adams County, immediately north of Denver. Of Mapleton's student population, 6,581 students attend District-run brick/mortar schools, while 2,358 participate in a statewide online program. As of school-year 2017-18, 73% of students in brick/mortar schools receive free/reduced lunch, and 45% are learning English as a second language.

Mapleton has a long history of education reform. In 2001, troubled by declining test scores and graduation rates, leaders recognized the traditional school system was failing students and the community. In 2004, after intensive community-wide strategic planning, every school in the District was closed and small-by-design schools with varied instructional models were opened in their place.

Today, 16 small-by-design schools, each with a specific instructional model, are operating successfully. Models include Expeditionary Learning (EL), Big Picture/Early College, International Baccalaureate, STEM, and more. There are no default neighborhood schools. Families work with staff at the Welcome Center to choose which school will best meet their needs. Transportation to any school is provided for students residing in District boundaries, regardless of where the student lives or where their school of choice is located.

Evidence of success over the last decade:

Graduation rate increase: 55.3% to 65.9%

Dropout rate decrease: 14.7% to 3.2%

Average ACT score increase: 16.6 to 19.2

College acceptance rate increase: 70% to 98%

In 2010, Mapleton began addressing its aging facilities. With support from BEST, Mapleton replaced its outdated comprehensive high school building with a K-12 campus, which now includes five schools and serves 1,900 students. Additionally, a high school wing was added to York International using bond funds.

In 2016, a District Facilities Taskforce made up of 100 community members studied state facility assessments and determined there was an urgent need for improvements at the following buildings: Welby (\$10M), Adventure (\$19M), Global Campus (\$53M), Valley View (\$21M), Monterey (\$22M), Explore (\$23M), Achieve (\$22M) and Meadow (\$3M). Excluding the buildings on the Skyview Campus, all of Mapleton's buildings are approaching 60 years old, which is beyond the typical lifespan of a school building.

The task force recommended the Board of Education pursue a bond election to fund facility needs District-wide. The Board agreed, and in 2016 the community approved a \$150M bond. While these funds will help make important renovations and

BEST FY2018-19 GRANT APPLICATION SUMMARIES

repairs, Mapleton's buildings have more than \$220M worth of needs. Our community has supported our master plan to the extent of their abilities, yet we are at least \$70M short of what is needed and at the very edge of our bonding capacity, making additional District funding nearly impossible.

This grant would support the replacement of Valley View K-8, beginning the third phase of the District's Master Plan. Valley View has an average FCI of .58, meaning the issues are severe enough to require a replacement. Mapleton has explored renovating this facility, but given the costs to address the health and safety issues, there is no responsible fiscal merit to this approach. These important replacements will be made possible in part by the 2016 community supported bond, but will not be possible without BEST support.

Valley View serves 428 students; 76% receive free/reduced lunch, and 44% are learning English as a second language. This school uses a 'Workshop' model to support student learning, which provides opportunities for collaboration, discussion and independent learning.

Deficiencies Associated with this Project:

The Colorado Department of Education's latest Facility Index Dashboard found Valley View to have an average FCI score of .58, meaning the issues with this building warrant a replacement. The pressing health and safety issues at the building present daily health hazards and poor, overcrowded spaces inside and outside of the building. One such deficiency resulted in a tragic accident injuring multiple students, that, when compounded with the building's overall lack of ADA compliance, resulted in students having to leave the school because the building could not accommodate their needs. The issues also create ongoing financial problems for the District, which will soon be spending a disproportionate amount of its maintenance budget to maintain the building. Some of the more pressing deficiencies include:

SAFETY AND SECURITY

UNSAFE DROPOFF/PICKUP: The student drop off and pick up area at Valley View is extremely congested, challenging, and ultimately dangerous, in part because the parking lot was not designed to accommodate student drop off and pick up. This has resulted in one tragic accident involving three students, as well as many near misses. Several years ago, three students walking through the parking lot to access the sidewalk during dismissal were struck by a car and pinned between the car's bumper and the school wall. The unfortunate and horrific accident permanently injured all three students. Only one of the students involved in the accident was able to return to Valley View. The other two students had to transfer to different schools, because Valley View is not ADA accessible and could not accommodate their accessibility needs. An accident like this could happen any day, as young students regularly access the school through various entrance points in the parking lot, walking amongst cars that are entering, exiting, or attempting to park in a small, crowded space.

There is no designated bus drop off loop at Valley View, so students must exit and board the bus on the street in the neighborhood next to the school. This creates congestion in the neighborhood and frequently upsets neighbors. It also creates a safety and security issue for students walking through the neighborhood to access the school. Because there is no place for students to safely wait for the bus, teachers must spend the last few minutes of every school day – valuable class time – lining students up and waiting their turn to walk down to the buses.

INABILITY TO MONITOR ACTIVITIES: Valley View has a disjointed layout making it difficult to supervise the various entryways and one overcrowded hallway used by all students, staff and parents. None of the main entry points have any line of sight from the main office, and there are no video cameras or telephones in classrooms, which makes monitoring and communicating in an emergency impossible. The one main hallway supports all student traffic, making for a crowded and hazardous situation during arrival, dismissal and passing periods.

Valley View is located on 8.7 acres. The security fence around the field, playground and school is in disrepair and has multiple points that can easily be breached, undermining security. Dogs and other animals frequently run onto the playground, and the school has had several instances of people walking through the neighborhood coming onto school property. Over the past five years, dozens of work orders have been filed through Mapleton's operations office to repair new and reoccurring holes in the fence or broken gates. While we have been fortunate to not have a serious event occur on campus, the playground and play areas are unsecure and are not easily monitored, and create the risk of a child abduction.

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UNSECURED ENTRY WAYS: Valley View has severe safety and security issues, which include several unsecured entry ways. Although there is a buzzer system at the main entrance, there is no line of sight from the front door to the main office. There is also no lockdown system in the foyer. If an intruder were to enter the building it would be possible for the intruder to get near or even into classrooms before being noticed. There are currently three rooms between the entry and the main office that are accessible and completely out of the line of sight of the main office.

The main building is not connected to the annex, and students of all grade levels must regularly pass between an alley between the buildings to access the gym and cafeteria, the main office, as well as other programming, such as art, performing arts or to work with school interventionists. There are gates on either side of the alley, but one side of the gate must remain unlocked to comply with fire safety codes. Besides a lock that is often opened and easily compromised, there are no safety and security measures in place between the annex and the main school building and the doors accessing both the annex and the main building have no line of sight from administration or any classroom. Anyone could access the side entry and enter the annex or the main building through the unlocked doors. There is also a blind alcove that could hide an intruder, and there is no clear line of sight for school officials or law enforcement.

The south doors, which are locked by a key pad, are used frequently throughout the day by staff coming to and from the parking lot, staff moving students to and from the playground and field, and by staff welcoming students arriving by bus in the morning or releasing students to the buses in the afternoon. Parents also choose to use the south doors because many families find the makeshift drop off and pick up area in front of the building too congested and unsafe. Because there is such a high volume of staff, student and parent traffic, the key pad code must be changed frequently (monthly at least), as the code is often compromised and the door is frequently found unlocked. There is no line of sight from the main office, and the door is not monitored by visual controls. An intruder could easily sneak into the building and access classrooms without being noticed. Also, Valley View staff can never be sure who has knowledge of the key pad code.

Lastly, the door staff and students use to access the modular building is located on the east side of the gym/cafeteria. There is no line of sight from this door and it is not monitored by visual controls, making it possible for an intruder to walk into the school undetected.

LACK OF ADA COMPLIANCE: The building is not ADA compliant and no part of the building is accessible to a handicapped person, which is inconsistent with Mapleton's school of choice design. Handicapped students cannot select to attend Valley View. The mobile trailers on the east side of the building have handicapped ramps that appear to make the trailers accessible, however the handrails, doors, hardware and clearances make these classrooms inaccessible. The CDE Facility Assessment report noted the ramp is operating beyond its life expectancy. The bathroom in the modular is also not handicapped accessible due to clearances and access.

Multiple students with accessibility needs in our District are unable to select Valley View as their school of choice because we are unable to accommodate them.

INADEQUATE BATHROOMS: The main school building does not have the appropriate number of bathrooms required by current code. The current building only has half of the number of bathrooms required to serve the number of students in the building. The Health Office also does not have a bathroom. The bathrooms are not ADA accessible. The bathroom floors are VCT with significant water damage, allowing water and urine to seep under the VCT tiles, making the floors essentially unable to be fully and completely cleaned. The smell of urine in the bathrooms, and ultimately throughout the building, is very strong, especially toward the end of the school day. Neither the boys or girls' bathrooms have the code required makeup air or air exchanges in the room, and there are no exhaust systems to ventilate the bathrooms.

The single staff toilet, which is designated as the ADA accessible toilet, is down a hallway that is too narrow to be accessed by someone in a wheelchair, not to mention the door hardware is not ADA compliant, thus is not truly ADA accessible.

The floor in both restrooms in the annex building is also coming up and some of the stalls need to be replaced entirely, making the space difficult to clean, and thus contributing to the overall poor air quality in the annex.

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TECHNOLOGY: As noted in the CDE Facility Assessment, Valley View does not have a computer lab, and many classrooms, including the library, do not have adequate casework or technology equipment. The building layout, systems and electrical capacity create daily difficulties in incorporating technology into the educational environment. Problems with internet connectivity make it hard for Valley View to fully embrace 21st century learning.

ELECTRICAL: Significant electrical issues exist in all areas of Valley View's main building. In the hallway, drinking fountains leak onto exposed electrical connections. When students are using the water fountain, water sprays onto the exposed electrical receptacles. Classrooms have very few outlets, forcing teachers to use power strips and extension cords, often to a dangerous extent, as cited in fire department inspection notices. To approximate a 21st century learning environment, teachers are using 2-prong to 3-prong converters to plug in LCD/doc cam carts and the weight of the converter and cord often cause them to sag, exposing the live wires.

TEMPERATURE CONTROL/AIR CONTROL: It is difficult to maintain comfortable heating in the main school building and classrooms and in the shared gym/cafeteria because of the condition of the equipment. Three classrooms have noisy, disruptive radiators that squeak and are beyond repair. The gymnasium/cafeteria heat is ceiling mounted unit heaters which are not controllable and must be manually adjusted, meaning the space is often uncomfortable. Additionally, because of the lack of air exchange and makeup air in the building, tempered fresh air is not an option for our students and teachers, and many complaints are made when individuals return to the buildings after having been away. Because of the classroom design in the main building and the angle of the ceiling, classrooms lack proper daylighting, thermal comfort and makeup fresh air. There is only one boiler in the school that is operating well beyond its current life span. The entire mechanical system throughout Valley View's main building is operating beyond current life span, which will only continue to add to the already high maintenance and utility costs.

STRUCTURAL DEFICIENCIES – ANNEX: The Annex building has excessive settlement on all four sides and is pulling away from the concrete, creating entry points for large amounts of water, as well as spiders, mice and other pests that are impacting the quality of life in the building. The current hardscapes now drain toward the building instead of away from it. In inclement weather, the settlements create ice hazards on all the walkways around the building. The sinking concrete has created several tripping hazards around the annex building in numerous, highly trafficked areas. Students and staff report finding spiders, mice and mouse droppings in all corners of the classroom, including inside drawers and desks.

INADEQUATE SITE LIGHTING: Site lighting around the building is inadequate, creating a security issue in the winter months when it gets dark earlier and students and staff are still in the building.

ASBESTOS: An assessment by RHL Engineering found asbestos in pipe fittings, pipe insulation, ceiling tiles, floor tiles, door and window caulking and block filler. A serious safety concern is asbestos-containing floor tiles that have the potential for damage. Other concerns include soffit caulking, ceiling tiles, soffit panels and the boiler.

REDUCED CURRICULUM BECAUSE OF FACILITY AND TECHNOLOGY LIMITATIONS:

Instructionally, things are headed in the right direction at Valley View, however, curriculum, technology and 21st century learning opportunities are all hampered by the current condition of the facility. Originally designed as a K-5 school, many classes are held in rooms that are not appropriate for that purpose. For instance, the middle school science classroom is located in the annex. The room has no running water, or the capacity for science laboratory work. None of Valley View's middle school students have access to appropriate, modern science facilities. Many experiments required at this grade level cannot be done, or are done in a limited capacity, meaning many students miss out on the learning experience. Because of room limitations, orchestra, band and choir are taught in the teachers' lounge.

SHARED GYM/CAFETERIA SPACE: The shared gym/cafeteria space creates a multitude of inefficiencies that impact the learning environment in many negative ways. To ensure all students have an opportunity to eat, the time the physical education teacher can actually use the gym is severely limited. On indoor recess days, students are confined to classrooms and do not get those very valuable opportunities to move around. The food serving line extends outside of the gym, creating congestion and a dysfunctional serving area.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

FIRE ALARM SYSTEM: The fire alarm system is outdated and does not meet code.

OUTDATED KITCHEN SYSTEMS: The kitchen area, which is located in the shared gym/cafeteria space, is congested and small, making it difficult to implement the District's from-scratch healthy foods initiative. The kitchen equipment is outdated, the kitchen floor does not meet code and the VCT has significant water damage. The tiles on the kitchen floor are separating, which allows water to seep under it creating a prime habitat for mold.

Proposed Solution to Address the Deficiencies Stated Above:

Mapleton Public Schools initially considered renovating Valley View, but recognized quickly that the cost of renovating the building was far greater than replacing the facility. Educational buildings are built with a 50-year life expectancy and this building has more than exceeded its life span. Built in 1959, the building is approaching 60 years old. One addition was constructed in 1993, and minimal renovations have been done in the past six decades. The annex, which is a modular building, is considered to have a 20-year life span, but site failures have undermined that life span by allowing large amounts of water to flow under the building. Also, any renovation to the building would fail to address the site and building safety issues, including the parking lot, lack of bus drop off, and site security. A recent assessment by RLH Engineering, Inc. found asbestos in floor tiles, ceiling tiles, soffit caulking, transite soffit panels, boiler, pipe fittings, pipe insulation, door and window caulking, and block filler. Therefore, asbestos abatement costs would be extensive in the case of renovation. There is no cost-effective way to retrofit the building to make it ADA compliant because it is asbestos-coated masonry construction. The District also realizes it would be difficult to fix Valley View's site layout, which poses safety and security issues, through renovation alone. After much consideration and review, Mapleton decided a replacement building is the only fiscally and educationally sound solution to the aforementioned issues. The solution is a new replacement building located in what is currently the open field to the south of the building, moving the building away from the increasingly busy 70th Avenue, and making it possible to add a bus lane and designated student drop off/pick up area that will make it safer to access the school by foot, car, bus and potentially bike, and as an added benefit, cause less disruption to the neighborhood.

The new building will be 60,300 square feet K-8 school designed to accommodate 450 students. The building includes the following spaces:

CLASSROOMS

- (5) Kindergarten -1st grade classrooms
- (5) 2nd-3rd grade classrooms
- (2) 4th grade classrooms
- (2) 5th grade classrooms
- (2) 6th grade classrooms
- (2) 7th grade classrooms
- (2) 8th grade classrooms

EDUCATION SUPPORT AREAS

- Music room
- Art room
- Computer lab
- Library
- Special Education office
- Design Center/Presentation room
- Offices/intervention spaces
- Educational resource storage
- Staff workroom
- Maker space/tinker lab
- 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
Occupational therapist storage
Conference room

SUPPORT SPACES

Custodial spaces
Staff restrooms
Student restrooms
Electrical room
Mechanical room

The site improvements include the following components:

Playground
Bus pick up/drop off loop
Parent drop off/pick up loop
Visitor parking
Sidewalks
Soccer field
Retaining walls
Storm drainage

The building will be constructed to meet the Public School Facility Construction guidelines using structural concrete slab on pier caps and caissons, post and beam construction with light gauge curtain walls, low maintenance exterior wall finishes, 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 meet the priority outcomes of the CHPS National Core Criteria, including

1. Maximize the health and performance of students and staff;
2. Conserve energy, water and other resources in order to save precious operating dollars;
3. Minimize material waste, pollution and environmental degradation created by a school.
4. Make the building fully ADA accessible.

To make the best use of the site, the building will be two stories with an elevator. A two-story building will allow us to maximize play spaces for students in all grade levels. The building's main entrance, bus lane and student drop off will be east facing along Fox Street, moving student and parent traffic away from the busy 70th Avenue and creating adequate and dedicated areas for each function.

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 in 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 lacks ADA accessible paths of egress and restrooms. The master plan of the site eliminates the student safety problems associated with moving between the main building and the annex. The new building design will ensure high levels of visibility and active security at each entrance.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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?

Mapleton Public Schools cannot wait any longer to address the significant safety and security issues and severe deficiencies at the Valley View site. Mapleton is a District of Choice, where students are supported by schools that cater to their needs, interests and learning styles. Because Valley View is not ADA compliant, this school cannot be an option for many students. If we do not act now to replace our unhealthy and unsafe school, we will continue to expose our students at to the risks of an increasingly unhealthy and unsafe learning environment.

LACK OF ADA COMPLIANCE: There is no cost-effective way to address ADA compliance, which makes the urgency a critical need. Bearing or structural walls would need to be moved inside the building and significant re-grading around the building would need to occur, which is not something that can be done in an efficient manner.

UNSAFE/UNSECURED AREAS AND ENTRYWAYS: There is no way to renovate the building and existing layout to address the unsecured entryways, and this safety issue will be an ongoing concern until a replacement of the building can be achieved. Because programming space is already limited, students will need to continue to travel between the main building and the annex, resulting in ongoing safety concerns. Our students will not be protected until a better layout can be provided.

UNSAFE DROPOFF/PICKUP: While the District has tried to accommodate a safe dropoff and pickup area as much as possible, there is no feasible way to modify the existing dropoff/pickup areas given the current site and surrounding parking lot and school entry layout. Therefore, this issue and the hazard that is created will continue, and remain an urgent need. This condition is not fixable with the current site.

The Mapleton community is committed to reinvesting in our schools, and showed their support by approving a bond in 2016. This bond, \$150M, is the largest bond in District history and puts us right at the limit of our bonding capacity. Unfortunately, even with this amazing show of support from our community, we are still more than \$70M short, as the District's buildings have more than \$220M in needs.

With the required match already in hand, BEST funds are necessary to help us stretch our dollars and bring quality learning spaces to students all over the District.

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 K-8 School and conforms with CDE Public School Facility Construction Guidelines 1 CCR 303(1) for a traditional elementary school and 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 'Deficiency' and 'Urgency' sections of the application provide detail of how the existing facilities do not and 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.

4.1.13 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 and would allow all traffic to be on school property, rather than using the busy neighborhood street as a bus lane. It would also include a designated parent pick up and drop off area, as no current space exists on site.

4.1.14 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.

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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 K-8 building.

Because the school is a K-8 building, the project is a balance of the description of a traditional elementary school and a traditional middle school. The proposed plan is for a 60,300 square-foot building, which is just slightly over the requirements for an elementary school and just slightly under the requirements for a middle school, accommodating needs and requirements at all grade levels.

4.5 Historic Significance: The existing school is more than 50 years old, built in 1959. 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 or more than the cost of a replacement.

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

For the 2017-18 school year, Mapleton Public Schools had an Operations and Maintenance budget (including utilities) of \$5,431,206. This is approximately \$908 per funded pupil (excluding Colorado Connections Academy, the District's online contract school). The actual expenditures for the past six years are found in the table below:

Operations and Maintenance	2011-12	2012-13	2013-14	2014-15	2015-16	2016-2017
Salaries	2,476,443	2,098,628	2,226,876	2,246,779	2,421,242	2,395,905
Benefits	704,406	603,524	668,014	694,820	771,513	770,089
Purchased Services	942,203	874,222	1,271,480	1,088,686	874,914	1,089,533
Supplies and Materials	1,020,746	1,229,051	1,355,246	1,272,322	1,147,331	1,187,841
Property	3,862	35,690	8,885	25,073	12,914	6,782
Other	946	1,379	1,935	1,574	2,139	3,025
Total O & M	5,148,606	4,842,494	5,532,436	5,329,254	5,230,053	5,453,175

As with most non-instructional district budgets, Operations and Maintenance allocations have fluctuated over the past several years due to pressures on other aspects of the District mission, namely, improving instruction, increasing opportunities and raising student achievement. Some of the cuts to services come from contracted services, such as plumbing services, roofing services, lawn services, as well as reductions in supplies and materials. District capital needs were assessed and prioritized based on a hierarchy of impending needs to address adequate safety and security of the students. In addition to General Fund dollars, the District allocated funds to the Capital Reserve Fund, which is required by state law for the purpose of funding capital project needs of the District. The District maintains a five-year operational plan which prioritizes capital improvements and transportation fleet based on the urgency of need. The following table illustrates the Capital Reserve fund allocation per pupil for the past six years:

Capital Reserve	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Total Allocation	2,156,590	1,959,672	1,030,062	2,340,600	1,390,000	1,748,541
Student FTE	5,769	6,043	5,786	5,836	5,870	5,896
Allocation per Pupil	374	324	178	401	237	296

In FY18, the Capital Reserve Fund allocation is set at \$1,350,000, or \$205 per counted pupil. Approximately 30 percent of these funds are dedicated to facilities repairs and improvements, with funds carrying over, year to year, when expenditures are not required. These funds may be used for HVAC projects, plumbing, roofing, fencing, painting and other capital site improvements. Another \$20,000 for repairs and maintenance is found in the Insurance Reserve Fund to cover the cost of uninsured damage to property.

The District is not able to budget for building replacements in its capital reserve budget. The District's per-pupil funding is among the lowest in the metro area. When Mapleton's low per-pupil funding is combined with its many aging buildings, it is difficult to do more than maintain HVAC systems, roofs, paint and carpet. The bulk of the capital budget is taken up by ongoing repairs to all of the older buildings' systems, as most of Mapleton's buildings are approaching or beyond 50 years of age.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

The new K-8 building is an estimated 60,300 square feet upon completion. In order to ensure that the building is properly maintained, 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 per square foot). All staff will be trained on all of the new systems to ensure that staff knows 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 the current building, most of the systems are failing and the preventative maintenance plan has become nearly irrelevant.

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 1959. 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. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

No major capital projects have been undertaken within that last three years. In 1993, a 2,682 square-foot library and computer lab were added. In 2001, a modular classroom was added to the east side of the building. In 2004, a detached classroom addition was installed on the west side of the building.

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 the schools in the District are more than 50 years old, including Valley View, the subject of this grant, and there are not sufficient funds available to address the more than \$220M worth of needs facing the District. After the successful 2016 bond, the District has met its bonding capacity and therefore cannot go after additional funds by passing an additional bond.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

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 at all District sites, such as school renovations, roof replacements, buses and HVAC upgrades. For the 2017-18 school year, the District's general fund contributed \$1,701,060 to this fund, which is equal to \$284 per funded student. Upon its completion, the new K-8 facility will be added to the District's master plan, although 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.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Our current annualized utility cost for the 2016-17 school year was \$63,018.14, or \$1.76 per square-foot. If the new school were to use the same outdated mechanical systems and operate with similar inefficiencies we can assume it would cost at least \$106,128 to cover basic utilities, including gas, electric, water and telephone.

Incorporating sustainable design criteria into the District's construction program is a priority for the Board of Education. The Board has directed staff to ensure that with each new school project consideration is given to sustainable, efficient designs and best practices. Sustainable design offers many benefits, including the energy savings associated with efficient windows, lighting and mechanical systems. Such energy savings are often reflected through utility costs.

Using energy model data, we can assume a building designed and constructed using the Collaborative for High Performance Schools (CHPS) guidelines would see about a 30 percent reduction in utility cost per square foot.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Current Grant Request:	\$13,572,484.35	CDE Minimum Match %:	43
Current Applicant Match:	\$10,238,891.71	Actual Match % Provided:	43
Current Project Request:	\$23,811,376.06	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Bond November 2016
Future Grant Requests:	\$0.00	Escalation %:	10
Total of All Phases:	\$23,811,376.06	Construction Contingency %:	3
Affected Sq Ft:	60,300	Owner Contingency %:	5
Affected Pupils:	428	Historical Register?	No
Cost Per Sq Ft:	\$394.88	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$58.29	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$336.59	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$55,634.06	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	141	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	5,935	Bonded Debt Approved:	\$181,705,000
Assessed Valuation:	\$667,710,350	Year(s) Bond Approved:	10, 16
PPAV:	\$112,504	Bonded Debt Failed:	\$161,165,000
Unreserved Gen Fund 16-17:	\$3,266,600	Year(s) Bond Failed:	08,09,14
Median Household Income:	\$57,662	Outstanding Bonded Debt:	\$34,567,274
Free Reduced Lunch %:	60.6%	Total Bond Capacity:	\$133,542,070
Existing Bond Mill Levy:	21.139	Bond Capacity Remaining:	\$98,974,796
3yr Avg OMFAC/Pupil:	\$1,790.44		

● Facilities Impacted by this Grant Application ●

ALAMOSA RE-11J - AHS Security Upgrade - Alamosa HS - 1996

District:	Auditor - Alamosa RE-11J
School Name:	Alamosa HS
Gross Area (SF):	133,000
Number of Buildings:	3
Replacement Value:	\$42,211,650
Condition Budget:	\$17,784,726
Total FCI:	0.42
Adequacy Index:	0.15



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$5,328,306	\$3,732,920	0.70
Equipment and Furnishings	\$1,287,599	\$919,262	0.71
Exterior Enclosure	\$5,041,303	\$7,843	0.00
Fire Protection	\$33,667	\$973,947	28.93
Furnishings	\$914,172	\$141,160	0.15
HVAC System	\$7,159,206	\$4,995,527	0.70
Interior Construction and Conveyance	\$7,566,754	\$4,237,178	0.56
Plumbing System	\$2,289,959	\$395,827	0.17
Site	\$7,728,035	\$3,355,012	0.43
Structure	\$4,862,649	\$0	0.00
Overall - Total	\$42,211,650	\$18,758,676	0.44

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: ALAMOSA RE-11J

County: ALAMOSA

Project Title: AHS Security Upgrade

Applicant Previous BEST Grant(s): 4

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

If Yes, please explain why: This project has failed to be funded for the past TWO (2) grant cycles. The first failure was due to district having TWO (2) projects and selecting another project over this one. The second was due to not being funded by the CDE Board.

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 checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other N/A |

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(at the entry door level)). 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 best and current 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 connection of Admin Office staff to the primary building entrance. Few of our perimeter access points are connected to a contact (or door position switch) system that would alert an "open door" 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".

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. IN addition, we must work to control the number of public access points within the building. Our grant will augment the process with improved signage and parking for the general public to access the main (East) set of doors where the district will set up our raptor system. We made this change at our Middle School building and have seen a significant reduction in in-building conflicts between the public and staff.

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 a facility specific basis, by improving the security systems and enhancing the control and communication of entrance points. 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.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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:

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.

The general public is not informed where to park and access the building that can be a source of conflict between the public and staff. The current public parking are on the East side of the main building is limited in size and signage based on the building needs.

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. At the Districts expense (outside of this Grant request), the classrooms will also have new "intruder resistant" locksets installed throughout. This will offer teachers and staff, the ability to lock-down from inside the room, further enhancing the security of a lockdown.

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.

Within an area currently developed for parking and accessible student drop-off, we are proposing a limited expansion of this parking area to accommodate frequent and regular public access. With the shift of the general public access to a single manned entrance, it is expected that the parking lot (as currently sized) will not be adequate for our needs. This is a direct response to reduction in access points. New monument and access identification signage will be place 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 (utilizing the existing pole bases and electrical conduits) to offer improved lighting levels during night time events.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

How Urgent is this Project?

Our facility is currently without adequate security equipment and systems to protect the occupants within. Our District takes great pride in using maintaining and improving our structures with its own funds. However, these requested improvements exceed the funds available.

Without BEST support, our facility will remain as current. There are many needs of our District relative to everyday maintenance that we address daily simply believe this request is beyond our means both financially and with our limited maintenance staff.

The District completed similar improvements at the campus of Ortega Middle School and the results were a measurable decrease in security events and our students/teachers/staff and public feel this was a great success. We want to continue that success at the HS level.

With a continued array of 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:

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.

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.

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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 2018.

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. So too, is the limitation of access points that the general public can enter a building. Currently we have 5-entry points and propose to reduce that to one for the public.

If awarded this BEST Grant, the District will (under its own CIP Funds) replace the door hardware at both classroom and office areas to comply with the adoption of and amendments to the 2015 IBC section 1010.1.11 Classroom Door Hardware. This rule had required compliance by January 1, 2018.

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, 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 quantity and quality of lighting with LED units that will improve the lifespan of the fixture and better manage 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

BEST FY2018-19 GRANT APPLICATION SUMMARIES

only manage the pedestrian traffic that accesses our building, but manage and protect those that enter our halls as well.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

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 the HS building. That work was done parallel to the work being done on the roof to improve the method on installation from surface to concealed.

In 2017, the District attempted to gain support of a GOCO Grant for the improvement of its baseball program that is currently off-site of the HS building. The local partnership with the City of Alamosa was beneficial, but we were not a successful grant candidate. The District is considering another attempt at GOCO in the near future.

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 buy 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 33% Grant Match based on previous discussions with our BOE.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

As previously mentioned in the Grant, Alamosa School District will commit \$60,700 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.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

There will not doubt be a reduction in electrical costs with the improvement of electrical efficiency of its site lighting. However, our grant success includes new lighting quantity for both site and signage. We expect the level of electrical use overall to remain at or slightly below current levels.

Current Grant Request:	\$1,063,673.91	CDE Minimum Match %:	33
Current Applicant Match:	\$523,899.09	Actual Match % Provided:	33
Current Project Request:	\$1,587,573.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Capital Reserve Fund
Future Grant Requests:	\$0.00	Escalation %:	3.5
Total of All Phases:	\$1,587,573.00	Construction Contingency %:	10.0
Affected Sq Ft:	118,000	Owner Contingency %:	2.58
Affected Pupils:	607	Historical Register?	No
Cost Per Sq Ft:	\$13.45	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$1.24	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$12.21	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$2,615.44	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	196	If owned by a third party, explanation of ownership:	N/A

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Financial Data (School District Applicants)

District FTE Count:	2,232	Bonded Debt Approved:	\$16,990,000
Assessed Valuation:	\$131,490,871	Year(s) Bond Approved:	08,12
PPAV:	\$58,898	Bonded Debt Failed:	\$5,990,000
Unreserved Gen Fund 16-17:	\$2,196,856	Year(s) Bond Failed:	11
Median Household Income:	\$31,957	Outstanding Bonded Debt:	\$15,025,000
Free Reduced Lunch %:	43.4%	Total Bond Capacity:	\$26,298,174
Existing Bond Mill Levy:	13.225	Bond Capacity Remaining:	\$11,273,174
3yr Avg OMFAC/Pupil:	\$1,378.93		

● **Facilities Impacted by this Grant Application** ●

ADAMS-ARAPAHOE 28J - East Middle School Replacement - East MS - 1965

District:	Auditor - Adams-Arapahoe 28J
School Name:	East MS
Gross Area (SF):	122,000
Number of Buildings:	7
Replacement Value:	\$34,872,538
Condition Budget:	\$12,922,586
Total FCI:	0.37
Adequacy Index:	0.18



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$4,797,794	\$1,784,540	0.37
Equipment and Furnishings	\$772,337	\$465,946	0.60
Exterior Enclosure	\$4,572,744	\$1,195,490	0.26
Fire Protection	\$87,197	\$1,016,026	11.65
Furnishings	\$379,115	\$43,846	0.12
HVAC System	\$7,182,050	\$3,180,782	0.44
Interior Construction and Conveyance	\$8,705,826	\$2,553,635	0.29
Plumbing System	\$1,650,889	\$1,212,986	0.73
Site	\$2,737,006	\$2,352,135	0.86
Special Construction	\$495,481	\$103,225	0.21
Structure	\$3,492,098	\$30,000	0.01
Overall - Total	\$34,872,538	\$13,938,611	0.40

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: ADAMS-ARAPAHOE 28J

County: ARAPAHOE

Project Title: East Middle School Replacement

Applicant Previous BEST Grant(s): 5

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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Founded in 1885, the Aurora Public School District (APS) is the fifth largest school district in the State of Colorado, covering two counties with a world of diversity. Total enrollment is over 40,000 students. APS celebrates a significantly diverse student population with 55% Hispanic, 15% White, 19% Black, 5% Asian, 1% Native American and 5% other races. APS students come from more than 130 countries and speak more than 160 languages. Seventy percent (70%) of APS students qualify for Free and Reduced Lunch and approximately 58% qualify for Medicaid services. Additionally, approximately 15% of APS families live below the poverty line (Colorado's state average is 11%). Thirty-six percent (36%) of students speak English as a second language, 12% of students attend special education programs, and 5% have been identified as gifted and talented.

The district began planning its current bond program in the fall of 2013. As part of that process, the planning committee visited eleven schools that were considered most in need of a major remodel or replacement. Following a prioritization vote, the committee placed East Middle School at the top of the remodel candidate list. The district was successful with a bond election in 2016; however, to increase our bonding capacity the question put to voters included the alternate capacity calculation (6% of market value). While this allowed our bond question to pass, the district retains the highest mill override in the state.

Aurora's voters have been very supportive of district bond referenda but many critical deficiencies remain unaddressed. The 2016 program funded less than half of our identified needs. Of the 11 schools visited by the planning committee only five schools will receive substantial improvement in the 2016 program. Our ability to complete deferred maintenance and planned replacement projects is impacted by the high proportion of bond proceeds required for capacity projects in growth areas.

East Middle School is a single-story building, built in 1965, with 113,000 square feet and an additional 9,000 square feet in modular classrooms. The building was originally designed as junior high school with multiple buildings partially connected by covered walkways; a popular design in the 1960's referred to as the "California" school design. After the passage of 2016 bond question, APS selected an architect to work with the school and, after four design meetings, the design team recommended we consider a replacement school instead of a remodel. Our major remodel project budgets are typically 30 - 35% of a replacement school. Sadly, we do not have enough funds available in the 2016 bond program to cover the cost of a replacement school without canceling a worthy project at another district school.

East Middle School was built during a period of rapid expansion in the city of Aurora and the school district. By employing both less expensive building materials and a design approach that decreased or eliminated interior corridors the district was able to house that growth in relatively inexpensive buildings. Regrettably, this has resulted in a school building that has numerous safety and security issues that will be expensive to rectify as part of a remodel.

BEST grant funding would improve the safety and educational environments for students. Adequately-sized classrooms, sustainable facilities, and a code-compliant building are best achieved through the construction of a new facility. The new

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school would pursue an appropriate sustainability certification, meeting all CDE Facility Construction Guidelines and would save energy and operating and maintenance costs over the existing facility. Technology will be fully integrated into the school. The new facility could be built on the same site, west of the existing building. After the new school is complete, the original would be demolished and fields built on that part of the site.

Deficiencies Associated with this Project:

East Middle School is a single-story building, built in 1965, with 113,000 square feet and an additional 9,000 square feet in modular classrooms. The school serves 6th through 8th grade students.

The original design of the school included four separate buildings encircling a courtyard and a fifth building, the auditorium, in the middle of the courtyard. All classrooms include doors directly to the exterior and circulation during passing periods relied heavily on moving thru the courtyard or along the perimeter of the building. Interior hallways are narrow and were intended for supplementary circulation. The building was remodeled in 1986 and two of the covered exterior hallways were enclosed and three classroom additions were built.

When the district passed a bond program in 2016 East was designated as the highest priority school for a remodel. In September of 2017, the district created a Design Advisory Group (DAG) made up of the staff, parents and students for the East MS Whole Building Remodel project. The DAG worked with architects to review the educational suitability of the existing building, identify high, medium and low needs for a remodel and determine the best location for building additions. This team determined that it would be costly and difficult to maintain high-performance standards while renovating the existing school. The duration of disruption would extend over two years as the summers would be used for major work. More temporary modular would be necessary while renovations took place. Additionally, the anticipated renovation and repair costs exceeded the funds available. The district believes that building a new facility is in the best interest of the community and the best use of funding and therefore, would commit the 2016 bond funds as a match for a BEST grant.

East Middle School has structural, plumbing and electrical systems that are original to building and are past their service life. These items are explained in greater detail below.

STRUCTURE

East was constructed over 50 years ago and is showing the effects of sub-par construction. Building movement has resulted in cracking floor slabs and shifting walls and doors. As a result, East has a higher percentage of storm water and pest infiltration at East than at other schools. APS has completed mold abatement projects in 11 classrooms and addressed dozens of rodent complaints in the last 5 years.

Last year's design effort made APS aware of structural issues with the roof of the original buildings. The attached report from the structural engineer outlines the structural modifications that would be required with an extensive remodel.

The roof structure is composed of poured gypsum deck on steel bulb tees. This system does not meet current code requirements. While the system met code when installed, the school occupants have noticed additional vibrations from a mechanical system that was replaced in 1998. In some rooms, staff has reported light fixture lenses falling out when the mechanical system is operating at full strength. The structural engineer has reviewed the existing roof structure and concurs that it would be infeasible to retain the bulb tee system if the school were remodeled.

The building that houses the cafeteria and kitchen shows the greatest evidence of movement although other buildings on the campus are not unaffected. Cracks in the floor are repaired and reemerge. Walls and door frames have shifted and rain water gets in under the doors. Cracks have emerged at the edges of the classroom windows and rain has penetrated into the wall cavity. We have had multiple mold responses and pest removals due to cracks originating in the exterior building envelope.

SAFETY & SECURITY

Safety and security concerns at East include correcting exiting problems, providing a safe level of fire separation between the

BEST FY2018-19 GRANT APPLICATION SUMMARIES

areas of the schools, improving entry and courtyard security and the replacement of the inadequate electrical and plumbing systems. Simply renovating the school to correct the life safety deficiencies would be a temporary solution that would only briefly extend the lifespan of the building. Future additions for school expansion would be challenging and expensive due to the inefficient layout of the current building.

School security receives the highest priority in Aurora Public Schools. The East facility is one of our most serious security concerns primarily for the following reasons:

- 1.It is impossible to secure the building perimeter to prevent undetected access by an intruder.
- 2.Movement between classrooms requires use of unsecured exterior doors.
- 3.Interior corridors are narrow and difficult to monitor.
- 4.In a "lock-out" scenario, students cannot always move to another classroom and the instructional day is interrupted.
- 5.The main building issues include a poorly controlled and vulnerable courtyard, plus many exterior doors that make it difficult to monitor all ways of entry. The interior corridors are narrow which makes them difficult to supervise. It is impossible to implement normal "lockout" procedures because students must stay in whichever room they are in when a lockout begins.

There are more than 80 separate exterior doors distributed around the perimeter of the school building, making the supervision and control of visitors and students coming and going difficult. Video surveillance is the main form of monitoring who approaches the main entry. The exterior entries are not protected from forced vehicle entry by bollards or other protection.

The courtyard is dangerous during the winter. Despite aggressive snow removal, areas of slick and icy pavement develop in the courtyard. Since circulation must pass thru the courtyard for some students, slips and falls are not unusual during winter months. Snow tracked into the building thru the numerous doors leads to slippery floors that can be hazardous.

Narrow interior hallways and hidden areas in the courtyard have heightened undesirable student interactions and have created a safety issue. To help with student movement, the school no longer allows students to use the lockers in the building.

There is congestion at the parent drop-off, parking, and bus loading areas. Buses and parents enter from different streets but merge in the parking lot. There is insufficient space to expand the parking / drop-off in its current location therefore site considerations would include reworking the drop-off loops by removing the parent drop-off lane and allowing students to avoid crossing traffic to enter the school.

ASBESTOS & HAZARDOUS MATERIALS

The school contains the following known asbestos containing building materials: Floor tile and mastic, science room countertops, drywall joint compound, vermiculite in block walls, transite panels and cement soffits. The following materials are presumed to contain asbestos: window caulking, stainless steel sink undercoating, and waterproofing foundation sealant. AHERA drawings are included in the submittal.

Due to a recent mouse infestation, asbestos containing vermiculite has been discovered at the base of CMU walls. We believe that the mice have burrowed into the mortar joints and the vermiculite fill in the CMU cells is being released through those burrows.

The school contains the following additional hazardous materials: Lead-containing block, ceramic tile and chalkboards; mercury containing devices such as thermostats and boiler controls; PCB ballasts; fluorescent light bulbs; smoke detectors; and exit signs.

CODE COMPLIANCE

Restroom fixture counts do not match current code requirements and there are no ADA compliant toilet restrooms.

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Emergency lighting does not meet current code.

Fire areas at media center and cafeteria building exceed allowable square footage.

FIRE SAFETY

Although the fire alarm system is currently working and code compliant, it will need to be replaced if a substantial remodel is undertaken.

EDUCATIONAL SUITABILITY

Because East Middle School was built as a junior high school with wings designated for subject areas and with some of the circulation intended to be thru exterior doors, the school functions poorly under the current middle school model. It was the intent of the original remodel project to address this issue with strategically placed additions that would also allow the removal of six double classroom modular buildings. However, the condition of the existing building structure will severely limit APS' ability to address this original project goal.

Special Education has been located in the original science classroom wing from the days when East was operated as a junior high school. In the middle school model, science is taught as part of the core team and therefore needs to be located with the other core classes. Simultaneously, the district has become a popular home for military families with special needs children (Buckley Air Force Base and Children's Hospital are both within district boundaries). East currently houses multiple center-based programs in the old science wing. Space needs for special needs students are different than those used in the original design of these rooms and in order to warmly accept students moving into the district a new configuration of this area is necessary to create a true center based special needs suite.

Most casework in the school is well past its service life, and is beginning to break down. This is also the case for ceilings and most walls.

The school lacks adequate storage for educational program materials.

The library-media center is centrally located but poorly utilized. The space does not allow for quiet reading or studying.

The cafeteria is poorly utilized. A lack of usable seating area at the existing school cafeteria mandates the use of six lunch periods placing scheduling constraints on the students and staff that are not conducive to learning or teaching.

FACILITY PLUMBING

All plumbing services, from plumbing fixtures and domestic water to sanitary waste and storm drains, are past their service life. Short of a few restrooms having been brought up to meet ADA guidelines for existing buildings, all of the systems are original to the building and do not meet current codes.

The sanitary sewer line between the school and the city sewer is clay and frequently clogs. Last summer a substantial portion of the kitchen floor was demolished so that a collapsed section of the sanitary sewer could be replaced.

Due to building movement, the school has reported an uptick in sewer smells. This can take a lot of time for maintenance staff to investigate and most recently has been the result of vent pipes buried in walls that have cracked or separated at joints.

POOR INDOOR AIR QUALITY

Eleven classrooms have had mold abatement projects. Rainwater enters the building thru cracks in walls, under doors, adjacent to windows and thru roof edges and or joints. We believe this is due to either building movement or the building envelope materials reaching the end or their expected life span.

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SCHOOL SITE

There is congestion at the parent drop-off, parking, and bus loading areas. There is insufficient space to expand the parking / drop-off area with the schools current location on the site.

Proposed Solution to Address the Deficiencies Stated Above:

With these long-term considerations in mind, the district has chosen to pursue a BEST grant to build a new middle school on the existing site just west of the existing building. This would allow the school to continue uninterrupted by the new construction. The district will close the existing middle school, and demolish the existing building within one year of closure.

A new school will provide a new, easy-to-maintain, low-cost facility with a life expectancy of 50 years or more. The project will conform to the Public School Facility Construction Guidelines as follows:

CDE 4.1.1 Sound building structures

The new building will be constructed and maintained with sound structural foundation, floor, wall and roof systems.

CDE 4.1.2 Classroom Acoustics

Classrooms will be constructed to address issues of reverberation time and background noise in classrooms per ANSI/ASA S12.60-2010/ Part 1, American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools, Part 1: Permanent Schools.

CDE 4.1.3 Roofs

The new building will have a minimum 60 mil EPDM membrane fully adhered roof system

CDE 4.1.4 Electrical systems

The new building will have safe and secure electrical service and distribution systems designed and installed to meet all current and applicable codes. It will also allow for new, energy efficient lighting, adequate technology, and safe amounts and locations of power and data outlets to prevent the use of extension cords and other hazards.

CDE 4.1.5 Lighting Systems

Lighting systems will be designed and installed to achieve appropriate lighting levels utilizing energy-efficient lighting fixtures and energy-saving automatic and manual control systems.

CDE 4.1.6 Mechanical systems

The new building will have a safe and energy efficient mechanical system that provides proper ventilation, proper sound levels and maintains the building temperature and relative humidity. The mechanical system will be designed, maintained and installed utilizing current State and Federal building codes, and will conform to all applicable codes. An efficient and easy-to-maintain HVAC system will take the place of the existing, 21-year-old mechanical units which are near the end of their life expectancy and 33-year-old pumps and other miscellaneous components which are a constant headache for district maintenance personnel.

CDE 4.1.7 Plumbing

The new building will have a potable water source and supply system that complies with all current and applicable codes. The existing school has no ADA compliant restrooms. The replacement facility will be built to full ADA accessibility standards.

CDE 4.1.8 Fire Protection Systems

The existing building fire alarm system has not been updated in the past five years and so would need to be upgraded to include voice evacuation. The new school will provide a fully addressable fire alarm system as well as an automatic fire sprinkler system throughout the facility.

CDE 4.1.9 Means of Egress

The proposed new school would be fire sprinkled and within allowable area limits or provided with safe area separations.

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Several of the fire areas within the existing building exceed the allowable areas for those containing classrooms. The existing corridors are circuitous, relatively narrow and difficult to supervise. The corridor paths of egress in the new building will be clear, evident, and more easily supervised.

CDE 4.1.10 Facilities with safely managed hazardous materials

The existing building is known to have materials containing asbestos. The proposed project includes appropriate disposal of these materials. The new facility will be constructed without the use of materials containing asbestos or lead based paint and will otherwise comply with all current and applicable codes with regard to hazardous materials.

CDE 4.1.11 Security

The new school will provide complete video monitoring and P.A. / event notification systems as well as a monitored fire alarm system.

The existing school is comprised of several buildings which in itself require multiple points of access to be secured and monitored. Also, the main building is configured linearly with administrative program components in the middle of the line of typical student circulation forcing students to travel outside to access not only other buildings but also the cafeteria and other classrooms located within the main building. The new school will provide a safe and secure building with one or two easily monitored points of access and would eliminate the need for students to travel through unsecured areas to access the various areas within the school.

Electronic access control systems will be utilized on exterior egress doors in order to maintain one or two points of access to the new building and will be alarmed to notify staff of any doors that are open.

All interior doors that are identified as being significant in establishing a “locked down” and secure facility in the case of an emergency event and all exterior doors will be secured from one of several positions of safety within the building.

The current main entry is not easily recognizable to visitors. The new school will have a clearly-defined main entry with secured access through the admin suite during the day.

The existing layout of the middle school campus creates many blind areas that are not able to be supervised. A new design for the administrative area would provide supervision of both the main entry as well as the school parking lots.

CDE 4.1.12 Health Code Standards.

The current school has indoor air quality issues due to the aging HVAC components. The issues would be eliminated with a new school. The new facility will also comply with all current and applicable health codes and standards.

CDE 4.1.13 Food preparation equipment and maintenance.

The new school will provide required food preparation facilities which will comply with all current and applicable health codes and standards.

CDE 4.1.14 Health care room

The new school will provide the required separate health care room facilities which will comply with all current and applicable health codes and standards.

CDE 4.1.15 A site that safely separates pedestrian and vehicular traffic

At the existing middle school, bus loading, parking and parent queuing conflict and are inadequate. Replacing the school would provide the opportunity for adding on-site parking, drop-off lanes and bus staging to all be provided and safely separated.

The existing entry is only protected by a concrete curb and a few planters. There are no bollards at the entry. A new school facility would include a physically protected main entry.

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The middle school site is poorly lit which is a safety hazard. A new building and site amenities as proposed would alleviate this danger with adequate site, field, building, and parking lights.

CDE 4.2 Technology

The new middle school facility will incorporate wired and wireless systems fit to provide necessary individual and classrooms learning environments as well as connectivity and security for the students and staff.

CDE 4.3 Building site requirements

The existing campus consists of three permanent buildings and temporary modular buildings. Although the permanent buildings measure close to the necessary programmed area, the inefficient configuration of the buildings and the circuitous corridors render a facility that is far short of the necessary usable space. The new school would meet District Educational Specifications, will not be overcrowded, and all grades will be housed in a permanent building.

Currently classrooms vary greatly in terms of square feet/student. Because of the necessity to have more classrooms than the building was originally designed to hold, rooms that were never designed or sized for this purpose are being utilized as classrooms and therefore offer less area per student than required or create inefficient use of space. Some classrooms, due to their location in the building, serve as the only interior means of access to other classrooms or offices. A new school would consistently provide more space per student in the classrooms along with having a rectangular shape and natural light, creating an environment much more suited to learning. Properly designed corridors would connect the classrooms so that student circulation would be accommodated outside the classrooms but without having to travel outside the building through unsecured or unsupervised areas.

The media center at the existing middle school is poorly equipped and utilized. A Centralized, technology-driven library Media Center for the students and community will be provided at the new facility.

The cafeteria will be adequately sized for the new middle school. The lack of usable seating area at the existing school cafeteria mandates the use of six lunch periods placing scheduling constraints on the students and staff that are not conducive to learning or teaching. This condition will be corrected so that there are fewer lunch periods at the new school.

The equipment, casework and storage at the existing middle school science labs are inadequate and in poor condition. There are no demonstration hoods, gas receptacles or science workstations in the building. The proposed replacement project would include new science spaces with all necessary appurtenances.

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

At the middle school, many of the classrooms have no outside windows. This condition can only be corrected with a replacement facility.

A new facility would be energy and water efficient, have low life cycle costs, healthy for its occupants, and has a low impact on the environment. Pursuing LEED Silver or CHPS Verified would be set as the goal.

How Urgent is this Project?

STRUCTURE

Additional study is necessary to evaluate the impact of the roof structure on a building remodel; however, it will impact the final design of any work done on the existing building. The urgency for correction is high (within 2 years.) The importance factor is high with regards to life safety.

SAFETY & SECURITY

The poor entry and courtyard control and supervision is a significant risk. Icy conditions in the courtyard and traffic

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congestion are also a significant risk. The urgency is high and should be corrected within 2 years. The importance factor is high with regards to life safety.

BUILDING CODE

Code issues that are grandfathered in place would need to be corrected during a renovation project. The urgency is low and should be corrected within 5 years. The importance factor is high with regards to life safety.

EDUCATIONAL SUITABILITY

The classrooms and open learning spaces should be corrected to address proper use of the middle school model of instruction. A properly design special education suite is also necessary. The urgency is low (corrected within 5 years.) The importance factor is high with regards to educational adequacy.

CROWDING

The overcrowded hallways and locker bays are the most urgent crowding issue. Students no longer are given lockers but this is seen as a temporary solution to the student movement problem. The importance factor is high with regards to life safety.

FACILITY ELECTRICAL

In order to keep up with modern technology demands, the electrical system should be replaced, also to alleviate the unsafe practices with extension cords occurring within classrooms. The urgency is medium and should be corrected within 3 years. The importance factor is high with regards to life safety.

FACILITY PLUMBING

The plumbing system would need to be corrected during a renovation project. The urgency is high and should be corrected within 1 year. The importance factor is high with regards to life safety.

POOR INDOOR AIR QUALITY

The mechanical system is at the end of its useful life and will need to be replaced soon. The urgency is medium and should be corrected within 5 years. The importance factor is medium with regards to life safety.

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?

Management of the requested repairs and improvements will fall under the responsibility of the district's Director of Maintenance and Operations and will be accomplished under our normal facility management processes. Aurora Public Schools operates a full service Maintenance and Operations Department. The department carries out a regular program of routine, preventive, emergency and capital repairs for all district facilities.

The Maintenance Department is comprised of 1) three interdisciplinary teams, 2) exterior operations, 3) electronic and controls group, 4) natural and renewable resource management, and 5) custodial operations. Their goal is to provide a level of building maintenance that promotes and complements learning environments.

The three interdisciplinary teams accomplish general building maintenance for the district. Each team is responsible for maintaining 1.5 to 1.6 million square feet. The teams oversee a variety of building maintenance services including heating, ventilation and air conditioning, electrical, plumbing, carpentry, painting and small construction projects.

Exterior operations is responsible for a variety of site services including: irrigation, turf, tree and shrub maintenance, asphalt

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and concrete, play grounds, fencing, athletic fields, exterior graffiti, and snow removal.

Electronic and controls team is responsible for district wide support of fire-alarm systems, intrusion-alarm systems, access control, intercom systems, two-way radios, clocks, and scoreboards.

Natural and renewable resources group monitors and optimizes the District's use of energy, water and waste. This is accomplished through the oversight of various software applications, student and staff engagement, incentive programs, and community and business partnerships.

Custodial operations is an interracial part of building and site maintenance. They are responsible for building hygiene, building security, minor maintenance, grounds safety, monitoring building systems, energy and resource management.

The district's annual capital reserve program currently averages approximately \$6 million per year and includes a program of cyclical major facility repairs.

The district carries on a program of periodic district-wide facility condition assessments that form a basis for planning annual capital reserve project programs and bond funded capital construction programs. The most recent of these assessments is expected was completed in spring of 2016.

The district's Long Range Facilities Advisory Committee meets on a regular basis and advises the board of education on facility project needs.

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 was built in 1965 using construction standards appropriate at the time and a design philosophy that is not considered safe and secure by current school design standards.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The only major capital improvement was the replacement of a collapsed sanitary sewer line under the kitchen floor (slab on grade). Normal maintenance was completed as necessary.

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

The district has a grants department that actively pursues grant opportunities but our experience has been that very few organizations offer funds for capital projects. The district actively pursues rebates from Xcel Energy on all our new buildings. Any rebates on this project would be returned to the project budget.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The district generates a capital reserve budget annually. The budget includes funds for emergency and urgent projects as well as annual commitments that it is responsible for.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

In year 2017, the utility costs for East MS totaled \$245,000. With a new building, we would expect to see a reduction of 30% in electrical costs, 50% in natural gas costs and 20% reduction in water costs.

Current Grant Request:	\$22,497,500.00	CDE Minimum Match %:	45
Current Applicant Match:	\$22,497,500.00	Actual Match % Provided:	50
Current Project Request:	\$44,995,000.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Bond Election 2016

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Future Grant Requests:	\$0.00	Escalation %:	8
Total of All Phases:	\$44,995,000.00	Construction Contingency %:	4
Affected Sq Ft:	125,000	Owner Contingency %:	5
Affected Pupils:	1,022	Historical Register?	No
Cost Per Sq Ft:	\$359.96	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$46.24	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$313.75	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$44,026.42	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	122	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	36,920	Bonded Debt Approved:	\$515,000,000
Assessed Valuation:	\$2,558,061,656	Year(s) Bond Approved:	08,16
PPAV:	\$69,288	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$17,196,489	Year(s) Bond Failed:	
Median Household Income:	\$49,146	Outstanding Bonded Debt:	\$310,700,000
Free Reduced Lunch %:	68.7%	Total Bond Capacity:	\$511,612,331
Existing Bond Mill Levy:	23	Bond Capacity Remaining:	\$200,912,331
3yr Avg OMFAC/Pupil:	\$1,647.07		

● Facilities Impacted by this Grant Application ●

SHERIDAN 2 - New High School - Sheridan HS - 1972

District:	Auditor - Sheridan 2
School Name:	Sheridan HS
Gross Area (SF):	108,352
Number of Buildings:	1
Replacement Value:	\$29,303,627
Condition Budget:	\$14,001,226
Total FCI:	0.48
Adequacy Index:	0.18



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$7,386,610	\$4,166,730	0.56
Equipment and Furnishings	\$495,202	\$422,682	0.85
Exterior Enclosure	\$1,646,837	\$803,733	0.49
Fire Protection	\$91,238	\$787,342	8.63
Furnishings	\$408,598	\$0	0.00
HVAC System	\$4,588,024	\$3,911,123	0.85
Interior Construction and Conveyance	\$3,927,185	\$1,979,842	0.50
Plumbing System	\$1,951,577	\$845,719	0.43
Site	\$3,022,677	\$1,870,109	0.62
Structure	\$5,785,680	\$30,000	0.01
Overall - Total	\$29,303,627	\$14,817,280	0.51

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Applicant Name: SHERIDAN 2

County: ARAPAHOE

Project Title: New High School

Applicant Previous BEST Grant(s): 4

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 checked="" 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 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 checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Sheridan School District is 4 square miles in size, immediately south of Denver and home of the Ft Logan National Cemetery and historic military post, industrial/commercial zones along S Santa Fe Drive between Hampden Ave and Oxford Ave, and residential neighborhoods comprised of small, postwar-era housing. The population is 6,041 and the District serves 1,409 PK-12 students; 1,252 are FTE. There are 5 school programs located in 4 buildings: Sheridan Early Childhood Center/SOAR Academy-Alternative High School, Alice Terry K-2 Elementary, Ft. Logan Northgate 3-8 and Sheridan High School. The School District offers and supports full day kindergarten.

Average enrollment over the past ten years has been around 1,400 students. Sheridan is geographically landlocked, with minimal potential for redevelopment that would increase housing options or student enrollment.

Economic growth and investment has bypassed Sheridan. Compared to neighboring communities, the area is lower income and has higher rates of unemployment and minority residents. As a result, we have a very high-need student population. 1 out of 4 students in Sheridan is considered homeless- there are 71 homeless students at the High School this year and 93% of our high school students qualify for free/reduced lunch. District-wide, 88.1% of Sheridan's students identify as minorities.

Sheridan Denver Colorado

Med. family income	47,045	71,913	77,130
Families below fed pov Line	23.9%	12.2%	8.1%
Unemployment rate	10%	5.4%	6%
Med. home value	151,500	292,700	264,600
Med. rent	1,076	1,035	1,057
Hispanic/Latino	41.2%	30.8%	21.1%

(2016 US Census, 2012-2016 American Community Survey 5-Year Est.)

In terms of academic growth and performance, Sheridan has improved two categories since 2009 on State accountability and is currently accredited at the "improvement" level. There's a great sense of pride and family in Sheridan, due to it's being a small community where many children have attended all of the schools. Dedicated staff provide a broad net of social support to students and families, further strengthening the sense of community.

Funding is the greatest of our challenges. It's well-known that there's a funding crisis in public schools today, but the challenges here are compounded by the needs of the student population. One example of this is Special Education services. Sheridan's percentage of Social Emotional SpEd students is high, at 13.66% (students w/IEP). These numbers are SpEd with IEP only and does not include all of the social, emotional, threat assessments and other services District staff provides. We struggle every year to make choices between programs, personnel and operational support, to provide the best we can for our kids.

Since 2010 we've used a facility master plan to prioritize facility planning decisions, increase efficiency of operations and

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improve the environment for students. This has resulted in more safe and efficient facilities:

- Safety/security improvement at Alice Terry K-2 ES and Sheridan HS
- Removal of 9 modular buildings and 2 aging school buildings (79,535 SF)
- Construction of a 3-8 school to consolidate two schools, moving middle school students to a safer location and reducing operational costs
- Renovation of one facility to house the ECC and SOAR Alternative High School

The Master Plan was updated during 2017 to understand the condition and adequacy needs of all buildings. Through a series of meetings with community and School Board to share findings and hear concerns, it became clear that the High School's safety and condition issues must be addressed.

With our limited financial capacity, we cannot address even the minimum safety, condition and adequacy issues that exist at our High School. The decision was made to ask Sheridan voters for a bond and mill levy, and apply for a BEST grant to support building a new High School.

Deficiencies Associated with this Project:

Throughout its history, Sheridan High School has been called a "bunker" and a "prison" by students, because of how it looks outside and how it feels inside. The 1972 building was designed with a solid exterior, with raw unpainted concrete walls and dark tinted windows. Built during the energy crisis of the 1970's, it was intended to be energy efficient, but the brutalist exterior style, interior cinder block walls, open classroom floor plan and low ceilings, though economical to build, have been a great source of frustration and oppression over the years.

The District has tried to improve the feel and function of the building, keeping it clean and maintained, adding classrooms, using all available space to support programming and improving security. However, we haven't been able to address the "bones" of poor layout. The classroom learning areas are at opposite ends of the facility, and an entire level of the building is inaccessible by wheelchair. Sightlines are poor: there is a maze of corridors, blind corners and stairs that go to "nowhere", creating huge ongoing challenges with supervision. Small, dark, interior classrooms without windows add to the sense of oppression within the "bunker". The concrete structure makes it very costly to try to adapt the building to meet current needs.

The building layout is a serious concern that poses real threats to the safety of students and staff. It has been the unfortunate cause of many safety and security incidents. Due to hiding spaces in the current layout of the building, and the significant supervision challenges it presents for staff throughout the day, a situation related to safety and security lead to a Title IX investigation by our insurance company's attorney. The District is hypersensitive to the situation in this building, and constantly reminds staff to be diligent in the supervision of our students. During the day and afterhours when we have students and guests in the building we are constantly monitoring all open spaces, blind corners, under stairs, restrooms that don't lock and basement hallways, through a heavy reliance on cameras and the physical presence of adult staff. We have 63 cameras in the building, but the number of small hiding places means that we can only record things to find out who did them. Despite our efforts we know that cameras can't prevent terrible things from happening.

In addition to the building, the site poses grave concerns to the district, for the safety of our students. We are in constant fear that a student will be struck by a vehicle, due to the lack of pedestrian/vehicle separation and the unsafe and confusing circulation of all vehicles on site.

The HS site is a central connection point for the community. It's shared with the district Bus Facility, Warehouse and the Recreation Center, as well as their playground and fields. Pedestrians (students, staff and community) walk across the site to access these buildings as well as the Sheridan branch public library, City Hall/Police and the business district, which are all within a couple blocks.

Yet with all of this activity, there is only one driveway for all vehicles - for parking, deliveries, maintenance, emergency- and only one point of entrance and exit from the site. Pick-up and drop-off times are a nightmare. Everyone who uses any of the facilities on site has to walk across this single drive, which is often the site of frustrated drivers who want to get past the school to go to other buildings. The district has tried to improve safety through signage, cones and staff presence, but the reality is that we are a stroke of luck away from a catastrophe.

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Sheridan High School experiences lockout and lockdown situations on a fairly regular basis, most of them lasting from thirty minutes to a couple of hours based on the intensity of the situation. In November of 2015, Sheridan High School's site was a crime scene, and our problematic site layout directly impacted the ability of law enforcement to respond. Bank robbers drove across the north part of our property, slamming into a large tree as they were trying to escape law enforcement. They then attempted to steal a car, shot the owner of the vehicle and began to escape on foot. They were searching for hiding locations as they snuck along the High School building and one of the robbers approached the bus garage trying to abduct one of our bus drivers and accosted her. The High School was in lockdown for 9 hours while ten different law enforcement agencies were on site and in pursuit. The school was finally evacuated once the site was deemed safe enough to move students from a crime scene. The confined layout of the site exacerbated the situation affecting all parties supporting the evacuation of our students and staff.

In addition to all of the safety and adequacy issues, most of the site and building infrastructure is almost 50 years in age. The FCI of 0.48 illustrates the need of the existing systems. Each year, we prioritize the projects based on health and safety needs, but we can only address a fraction of the issues.

Most of our students face significant disadvantages in life- they deal every day with economic, social and emotional crises outside of school. Many juggle part or full-time jobs to support their families. Hunger, neglect and even violence at home are not unusual. Our mission is to provide a safe learning environment and prepare students for the world beyond, but that is not possible with our current facility. Through all of our efforts to keep it safe, we send this message to our students: "You may not be safe here, and we're always watching because we don't trust you", instead of "we value you and are here to support your growth & learning".

Detailed Deficiencies:

Site Drainage

- Storm water system drainage consists of canalized flows into curbs, inlets, swales and sidewalk chases. Due to higher grades along West Oxford Avenue, water from offsite sheet flows into the south parking lot to one small inlet that discharges into the large swale to the east of the building but cannot accommodate flows from offsite, which causes ponding through the drop off lane.
- Ponding is occurring along the north service drive up against the building from improper grades which is not directing water away from the building but instead slopes towards the foundation.
- Concrete and asphalt cracking is prevalent throughout the site. Parking lots around the building are showing signs of wear from ponding, cracking and subsurface movement.

Site Safety and Access

- There is one 25 foot wide drive for vehicle access to the entire site with one entry point and one exit point, serving the High School, public recreation center, bus facility and warehouse. This single drive is used for (1) bus loading/drop-off, (2) parent loading/drop off, (3) fire vehicle access, (4) service/delivery access, (5) public access to the recreation center, (6) bus and truck access to the transportation building and warehouse.
- Pedestrians cross the main driveway to access the building from the main student/staff/visitor parking lot south of the building. A stop sign, cones and staff try to slow traffic for pedestrians, but this is a continual safety concern. Students, staff and school visitors who are simply trying to reach the building must cross the path of vehicles that are trying to access other facilities on site. Right before and right after school, when the greatest number of pedestrians and vehicles are moving through the site, congestion builds to a point that frustrates impatient drivers, whose road rage poses an even greater threat to pedestrians. It is a high anxiety place every day.
- Vehicle traffic paths on the site are not adequately controlled, causing confusion and risk of vehicle congestion or crash. The main drive is one-way and intersects, without any signage or control, two (2) separate two-way drives to the recreation center, transportation building, warehouse building and loading areas on the west and north sides of the High School.
- Bus, service and delivery areas for various buildings are not separated from student pedestrian traffic or access to fields. The sidewalk running north from Oxford and west along the exit of the school property ends abruptly leaving pedestrians in the

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middle of a busy drive.

- Lighting coverage in parking areas is inadequate leaving students in dark areas as they navigate across the pathway of traffic.
- Accessibility and ADA access throughout the site is very steep making it extremely challenging for anyone with physical disabilities. The sidewalk off West Oxford Avenue is very steep, not allowing proper access onto the site.
- The parking lot to the west of the building is also very steep, with sloped parking stalls and no flat pedestrian access to the building.

Building Structure

The 1972 building has cracks in several of the concrete structural columns; it is not known how long they have been there, but they were identified in the 2017 assessment and they are being monitored for changes. There are also several locations of floor slab cracking in both the original and newer portions of the building that appear to be caused by soil movement.

During the winter break of 2017-18, a long crack in the cafeteria floor appeared. Along it, there is a vertical differential of over 1 inch, creating a trip hazard. An insurance forensic structural study determined that the cause is soil settlement, though there is no explanation of why it is occurring almost 50 years after construction. Staff is monitoring for changes and the area is currently blocked off from use to prevent injury, using cones and furniture. This does create a circulation bottleneck and a slowdown in lunch serving time.

Roofs

Multiple roof leaks have occurred in the 1995 roof, which covers most of the building. Re-occurring gym roof drain issues have caused water intrusion in the gym and basement level woodshop. The District has been diligent with checking the roof and addressing leaks annually, but it remains a continual maintenance concern.

Electrical

The electrical system is from original build, except some panels that were added during building additions. Over the years, this has meant limitations in devices that can be used in the school, but the more recent and troubling concern is with the frequent power outages that have been experienced over the last year. Over the last 4 months there have been 1-2 power outage each month. Equipment has been totally damaged from the outages and on one occasion school had to be closed.

The quantity of receptacles distributed through the 1972 building is not adequate for functionality of a 21st century school. Light fixtures in many of the classrooms just don't provide adequate light levels, especially rooms without exterior windows. Exterior metal halide lighting is from original construction with the exception of the one freestanding light pole in the parking lot. Site lighting is a huge safety concern.

Mechanical/HVAC

AHUs serving the east 2-story side of the building were installed in 1972 and are now 16 years past their expected service life. The gymnasium is served by an air handler that does not have VAV control, and air pressure often causes doors to blow open. The gym also does not have cooling or windows, and it is often intolerable due to hot temperatures. School maintenance personnel do what they can to keep the building controlled and operating for occupants.

The kitchen does not have a makeup air system, lacks adequate control and therefore runs continuously. Because there is also no fire suppression system in the kitchen, we are cited each year by Denver Fire. This is a huge safety concern for us that we would like to address, but the cost to address this snowballs beyond our capacity.

The wood shop also lacks proper ventilation and exhaust, and does not have a ducted dust collection system.

Plumbing

Many plumbing fixtures are original and/or broken. The school has waterless urinals in some locations that have continual maintenance and odor issues. Students comment that the toilet rooms smell bad and they don't want to use them. There is a grease trap for the kitchen located in the wood shop in the basement that cannot be accessed by any type of vacuum pumping system and therefore the system needs to be cleaned manually. The grease trap is original to the building and is past its expected service life.

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There have been multiple sanitary piping leaks over the years above classroom ceilings in the basement, forcing us to evacuate the space while it is cleaned and repaired constantly disrupting the educational process in the affected areas. The ceiling in the locker rooms has been leaking for an extensive amount of time and receives attention every year.

Other components such as domestic hot water heaters require continual attention in an effort to prolong their service life.

Fire Protection

The building has a stand-alone fire alarm system and is inspected annually. Each and every year we replace multiple components of the system to keep it functioning. On multiple occasions the system goes into trouble requiring extensive work be done to locate the issue. The wiring is very fragile and the distribution panel cannot be repaired, but only replaced, and a major upgrade will be required.

Means of Egress

Egress paths on the north side of the building are a safety concern because of poor grading and drainage from roof drains. Ice buildup at sidewalks from roof drain outlets occurs and is an ongoing maintenance issue.

Students and staff exiting the north side of the building are well aware of the dangerous slope they must navigate to get out of the building. This area is not in any way, shape or form the ideal location to exit or enter the building. The Fire Department has refrained from utilizing the north side of the building that was originally dedicated to fire access because of the grade challenges causing concern for life safety.

Security and Public Address

The school does not have an intrusion detection or alarm system. No system to automatically lock down building wings. The building has many small alcoves and blind corners that lack line of sight and are difficult to monitor by staff; security cameras do not cover all of these areas.

Interior classroom door hardware in the 1972 building does not allow for manual locking from inside the classroom.

There is no PA coverage to some portions of the building and outside of the building, making it nearly impossible to get the attention of students and staff during the time they are outside of the building for class or lunch, notifying them of possible threats and providing instruction of what they need to do.

Food Service

The High School kitchen does the cooking for our Alternative High School and the Early Childhood Center. We have multiple work orders on any given day for repair of equipment in the kitchen. Most of the equipment is very old and we are maintaining it to prolong its life because we cannot afford to address all of the needs.

The kitchen does not have a code compliant vent hood with the appropriate Ansel fire suppression system. Currently the stove in the kitchen requires that we continually operate an exhaust fan to pull natural gas from that space even though the pilot lights are constantly lit.

Technology

- The layout of the building and the vast amount of concrete impede technological advancement. We have numerous dead zones that are unable to support wireless and/or running of new cabling, and the wireless that we do have is extremely challenging to configure due to the structure of the building.
- The IDFs (intermediate distribution frame) are in the hallways in glass cabinets which is not a safe location and the MDF (main distribution frame) is in a makeshift room that does not have any type of fire suppressant system, nor are we able to keep the room temperature controlled properly to consistently prevent system shut down at random.
- The building houses switches in the ceiling, and current cabling is a colorful tangle in the drop ceiling; in most areas it rests on the ceiling tiles and grid.
- The auditorium technology equipment is old and outdated.
- Classrooms do not have adequate electrical outlet sources for educational technology, and projectors are out of date.
- We offer a robotics class at Fort Logan Northgate but unfortunately we do not have the space or the infrastructure to support the next step of advanced learning to implement the program at the High School leaving our students with no option to further their educational enhancement in this field.

ADA Accessibility

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The building was originally built before ADA, so there are many elements such as stair railings, door hardware and toilet rooms that are non-compliant.

The building's single elevator provides access between the main and second floor only, there is no access to the basement level at all. The elevator is original to 1972, and it is a very concerning maintenance liability because parts are no longer available, and yet it must be kept in operation. Failure of the elevator is a grave concern for the school.

We have a number of current students in elementary and middle school who will be attending the High School beginning next year and for several years to come. The District is struggling to develop a plan for how to give these students access to educational services.

Proposed Solution to Address the Deficiencies Stated Above:

Process to arrive at the proposed solution:

In early 2017, the District began to work on updating its facility master plan. Through this process, engineers and architects walked the buildings, observed and reported on existing conditions, and reviewed their assessment with Capital Construction staff members to update the CDE assessment.

In addition to the safety/security and condition deficiencies and their impact on students described above, educational adequacy of the building was also reviewed with school administrators, students and community members:

Athletics:

One gym station does not provide enough space for the number of PE classes and athletics. There is no multi-purpose space for dance or cheerleading. Cheerleading and dance are preferred sports and are well attended after school and throughout the year. They are highly competitive with the schools in the metro area. The school uses the cafeteria and Ft. Logan Northgate for practice space before and after school. The wrestling room is very small and inadequate for the program. The weight and wrestling rooms are in the basement, and they don't have proper ventilation for the activities.

Sheridan has access to practice and game baseball and soccer fields on the HS site, however they are operated and managed by South Suburban Parks and Recreation, and therefore must be scheduled and rented (through a 50-year joint use agreement signed in the 1970's). Sheridan's football field is located at the ECC/SOAR facility two blocks away. There is a second baseball/softball field at this location which is also operated by SSPR. The school would ideally like to have access to PE and athletic practice fields that are closer to the building for student safety and time. Constant supervision is needed, as students move across high traffic areas, and precious time is lost traveling back and forth from each location, that impacts learning time. For example, in a fifty minutes class they may only receive thirty minutes of instruction because of the significant time it takes getting from one to the other.

Daylight and views:

Access to natural light and views is not attainable to Sheridan High School students for most of the day. The majority of learning spaces in this building have no exterior windows, adding to the bunker-like feel and depleting natural curiosity and imagination.

Classroom access, layout, size and acoustics:

- The layout of the building, resulting from organic changes over the years, has caused academic areas to be located at opposite ends of the building, connected by interior hallways and stairs which have limited visibility and many blind corners. The second floor circulation layout is particularly disorienting.
- We are constantly moving students to different locations of the building due to the classroom size deficiencies and trying to meet the needs of all the required classes. The health room has been moved to two different locations this year, upstairs and in the basement, to accommodate the number of students that are needing this class; and during the move students lose valuable instruction time.
- We share resources throughout the day, trying to meet the needs of the students and offer as many classes as possible. This is difficult with limited technology space and no media/resource area. The business classroom and equipment is shared with other classes that are using it to meet the needs of required curriculum. As a result, the school is not able to provide a high quality Business program. The technology labs are spread across the building in locations based on available infrastructure

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and electrical capacity, which negatively impacts scheduling and limits access.

- Classrooms in the 1972 building are 650-700 SF on average. Classrooms added later are 820 SF average.
- There is poor acoustic separation between classrooms on the second floor of the 1972 building, originally constructed as open floor plan with walls later constructed to enclose rooms. Walls do not go to deck and don't appear to have insulation.
- Music classrooms are located in the same area as core classrooms with no acoustic separation making it challenging for the core classes to teach and the students to hear and learn. It is a major disruption.
- The Choir classroom can only be accessed by going through the Band classroom, causing disruption, or through the auditorium and stage, which is a supervision/safety concern.
- Science lab classrooms are all different sizes, at 760 SF, 1,040 SF and 1,130 SF, creating challenges for program schedule and equity.
- Art is 1,300 SF but the layout does not allow for both 2D and 3D art instruction limiting the instructional opportunities we can offer to our students.

Library/Media Center-

Sheridan High School has never had a Library/Media Center. Until 2011, the public library (operated by Arapahoe Public Library) was located inside the high school building. It was open to the public, and not used by students during the school day. In 2012, the public library moved, and space for Library/Media was created for SHS, however, there has not been funding to purchase materials for the library. The space is currently used for study hall and a computer lab. The school and community ask, how can we prepare our students, so many of whom are disadvantaged to begin with, when there are no books, technology and media resources here in the building?

Auditorium-

There has been little work done in the auditorium since 1972 construction. Lighting and controls are original. Seating is original; some has been removed due to safety issues from being broken. Stage curtains and lighting are original and pose a potential fire hazard threat to our young thespians. There is not enough seating capacity for all-school events. The space is very dark with multiple trip hazards. We are required to control this space as tightly as possible.

In addition to these topics, safety and security of the facilities are most frequently the focus of community conversations. School staff struggle to maintain an environment that is safe for learning. Parents want their children to feel safe, valued and receive the same quality of education as from other schools. With the current condition and layout of the building and site, these are all in question.

Through a series of meetings with community members, staff and School Board, facility planning criteria were developed to inform priorities and recommendations:

- Our facilities should be safe, welcoming and inspiring
- Facilities support our mission
- We have academic stability, the future is excellence
- Highlight what is unique about Sheridan
- Embrace the future - prepare for it
- Meet the needs of our families and students
- Partner with and listen to the community
- Be fiscally responsible
- Quality facilities show our students they are valued
- Prioritize solutions that will have the most impact

The assessments and subsequent community meetings brought the district to the conclusion that the High School's issues are critical and must be addressed.

Solutions Considered:

Several solutions were considered to address the safety and adequacy problems of the facility. The district considered whether the building and site could be partially modified to address the problems effectively, as an alternative to replacement of the building and complete re-configuration of the site. Several ideas were explored:

BEST FY2018-19 GRANT APPLICATION SUMMARIES

1. Maintain portion(s) of the building in better condition and tear down/replace others. The gym box was discussed as a possible portion to remain, but with its issues related to size, age and condition, the group concluded this would not be cost effective. The area in the best condition is the 12,000 SF 2008 classroom wing. It is possible to build around this portion of the building, but it's likely to cause many limiting constraints to the site and building layout.
2. Interior remodel to address classroom layout concerns. It is feasible to remodel the second floor 1972 classroom area, to improve circulation and classroom function. The remainder of the building however, with its cast concrete and masonry structure would be cost prohibitive to change for the sake of layout improvements.
3. Build an addition to the main level to replace non-accessible basement level spaces, or replace the elevator and/or add a second elevator and remodel to provide access to the basement level. These proposals could address a portion of the building's accessibility and layout problems.
4. Reconfigure the site to address traffic and pedestrian safety issues (with existing building remodel/addition). Site circulation could be improved for better separation of vehicles and pedestrians, however there is limited space for reconfiguration. It's not possible to build a safe site with full separation of service, parent and public traffic with available space.

After considering the feasibility of different options, the conclusion was that the safety and adequacy issues with the building and the site cannot be addressed in a piecemeal manner, and it would be a poor use of funds to invest significantly into repairing deficiencies in this way, without addressing the entire facility.

Replacement of the existing building was discussed with community members during the master planning process. People in this small community are supportive, recognizing how problematic the current building and site has always been, and the long history of trying to deal with its challenges in small increments.

The proposed plan would construct a new High School building on the existing site with reconfigured vehicle and pedestrian access to maximize site safety. The proposed project scope includes:

- New High School facility approximately 122,000 SF. Budget to assume a brick and block building with low slope roof that has a two-story classroom mass and one-story gym/cafeteria component. It is assumed the building would step down to accommodate the sloping site.
- High performance building systems in accordance with the CCA Public School Facility Construction Guidelines are assumed. A ground source heat pump mechanical system that is compatible with other district facilities is planned. Up-to-date educational technology that prepares our students for college, career and vocation is also included in the plan.
- Student pick-up/drop off drive separate from bus drive
- New student/staff/visitor parking
- Demolish the pool building and replace the existing bus/maintenance and warehouse building on site. Alternatives to this were studied extensively. Where these aging buildings stand now, they impede reconfiguration of the site. By moving them, the site can be configured to put the safety of students first.
- Maintain existing SSPR baseball field; create new practice field
- Vehicle and pedestrian access to the recreation center for community use will be maintained
- Maintain and connect to the Denver water service line installed in 2015

The District, our Staff, our Board and our community are committed to this plan and ready to move forward.

How Urgent is this Project?

The existing High School building and site poses a safety and security risk to students and staff, so this is of high urgency to Sheridan School District. In light of recent events, and to insure that the School District is pro-actively taking all necessary steps possible to improve the safety and security of our students and staff it is vital that we address the building and site concerns immediately.

The deficiencies in the building and site affect all of our students, staff and larger community. Beyond being a depressing and oppressive environment for students to spend their days in and beyond the risks from supervision challenges, our building users with physical disabilities experience the most immediate daily challenges navigating the building. To access the basement level, students must be transported around the outside of the facility or carried down stairs. The building's core classrooms are located at opposite ends of the building and the elevator is not centrally located, which impacts the

BEST FY2018-19 GRANT APPLICATION SUMMARIES

effectiveness of precious learning time. We cannot address these immediate needs through operational changes or with the District's limited capital budget.

On site, there have been so many "near-misses" due to the traffic/pedestrian layout. We hate to prepare worst-case scenarios, but we know our current facility and site fall short of providing adequate levels of safety measures to prevent something terrible, or stop it in action.

We constantly "make do", but we cannot continue in this mode. We heard this very clearly through our community process. We cannot overcome the foundational problems of our facilities's layout and deficiencies with diligent staff, or by adding more and more security cameras and signage. A piecemeal plan won't solve all of the problems. We cannot afford to address the magnitude of issues on our own. Sheridan cannot afford to take a chance to have another "near-miss" turn into a real catastrophe endangering the life of anyone in our facility.

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 District will continue to be a good steward of funding received. We currently allocate \$400,000.00 annually to capital projects with \$53,500 or \$100 per FTE going directly to the capital renewal reserve for Fort Logan Northgate. The remaining \$346,500.00 is used District wide.

The District has an active preventative maintenance schedule for all mechanical equipment. We utilize an effective work order system which allows us to track items of repair and/or replacement including time and material cost for each work order. Through the work order system we have been able to pin point potential problems and take care of them before they become bigger issues that we may not be able to resolve in house with District maintenance staff.

Because of this proactive approach we have been able to preserve mechanical and building components thus extending their life. We have original equipment in many of the buildings that is still in use and relied upon daily to provide heat, cooling and air exchange. The District will continue to budget for maintenance and repair through the District wide facilities budget in addition to the capital projects transfer 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:

Sheridan School District's BEST grant application is for the replacement of Sheridan High School. The High School is located on a 49 acre site that was originally purchased by Sheridan School District in 1958. At that time, Fort Logan Military base was in the process of shutting down. Many soldiers, veterans and employees of Martin Marietta were moving to the area with their families, and the School District was trying to keep up with the growth. The original Union High School was located on 4107 S. Federal Blvd which later became Sheridan Middle School. During the construction of the High School in 1972, students were attending school using a split shift with high school students coming in the morning from 6 a.m. to 11 a.m. and middle school students from noon to 5 p.m. Sheridan High School received building additions in 1988 and 2008. When Sheridan High School was built it resembled a concrete bunker and remained that way until 2008 when the last addition was built and the exterior of the school was then painted. There was no endearment to the building and was referred to as Sheridan High School Prison.

Other buildings located on this site are:

- Ft. Logan Northgate 3-8 School (constructed 2014)
- Transportation/Maintenance Building: This 8,400 SF building was originally a military barracks from Fort Logan Military Base built sometime between 1895 and 1920. It was re-purposed for the School District to house buses and a mechanics garage/work space in the late 1950's. It is wood pole-barn construction that has no insulation in the exterior walls. Roof leaks and moisture intrusion, roof top equipment maintenance and phone connectivity issues are ongoing deficiencies that impact operations.
- Warehouse Building: The original function was the Chapel for Fort Logan Military Base between 1887 and 1950. The building

BEST FY2018-19 GRANT APPLICATION SUMMARIES

was relocated and donated to Sheridan School District and is currently being used as a warehouse. It is not completely clear when the school district took ownership but is estimated to be in the late 1950's. After surviving a fire in the 1980's, a new roof was installed in order to continue use of it. The wood frame building's roof joists show damage from the fire with alligating that is still present.

- Pool Building: Constructed in 1970, it is now defunct. Until the 2007/08 school year, Sheridan School District had an agreement with South Suburban Parks and Recreation District (SSPR) through which SSPR provided swimming lessons to Sheridan students and maintained the building in exchange for a fee and to operate community swim lessons. From 2008 to 2013/14, the District had an agreement with another school to use and maintain the building for their swim team, until the repairs became so cumbersome that the party renting it couldn't continue to maintain it.
- Sheridan Recreation Center: Built and operated since 1977 by SSPR. There is an intergovernmental agreement between Sheridan School District and SSPR to operate the Recreation Center, parking lot, playground and playfields on the Sheridan School District site. This agreement was signed in 1977 and expires in 2027.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

As early as 1988, the School District began modifying the 1972 building by finishing the basement and adding a choir room and band room, office space for the instructor, two small restrooms and a storage room on the west side of the existing auditorium. Students would exit the main building on the west side and re-enter on the north side of the new choir room until they began opening the auditorium stage door and allowing students to wander across the stage and back stage to get to their choir or music class. 2008 brought classroom additions along the south side of the auditorium running west; sound proofing was not considered or added to the south side of the band room addition which sits directly across the new classrooms that had been added. In 2015, water utility lines were replaced to meet the requirement of Denver Water and Denver Fire Department, with partial funding from a 2014 BEST grant. The proposed new HS building would utilize these water lines and minimize modifications to them.

In the spring of 2015, the High School was vandalized in three locations: main floor, basement and gymnasium. Due to the damage incurred, 1,200 SF of carpet in the east wing was removed and replaced, and the gymnasium floor had to be completely replaced. The District did take advantage of the down time in the gym and installed new acoustical panels, make repairs to all basketball goals, repair lighting, paint all walls and ceiling and replaced the original sets of telescoping bleachers on the west and east side of the gym.

Fiscal Year: 2014-2015

SHS Roof Repair\$1,282.50
SHS-South Parking Lot Site Lighting Repairs\$400.00
SHS-South Parking Lot Site Lighting Repairs\$1,200.00
SHS Asphalt Patching At Entry\$9,540.00
Stadium Clean Up And Bleacher Painting\$5,000.00
Stadium Well And Pump Repair\$4,344.72
Stadium Well And Pump Repair\$313.71
Screen & Recoat Of Gym Floor\$3,931.00
SHS Waterline Replacement Project \$77,619.47
Denver Water Easements (2 Add'l) \$1,600.00
SHS Monument Sign Project\$1,200.00
SHS Monument Sign Project\$3,190.00
SHS Monument Sign Project\$303.00
SHS Monument Sign Project\$5,382.00
SHS Monument Sign Project\$3,937.00
SHS Monument Sign Project\$4,248.08
SHS Monument Sign Project Electrical Serv\$5,382.00
SHS Waterline Replacement Project\$570.00
TOTAL SHS CAPITAL PROJECTS\$129,443.48

Fiscal Year: 2015-2016

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SHS Flooring Repair/Replacement - Vandalism\$12,778.64
SHS Storage Unit For Gym\$1,118.42
SHS Gym Acoustical Panels \$50,887.00
SHS Gym Wall Pads Under B-Ball Goals\$3,675.00
SHS Gym Painting\$38,780.53
SHS Gym Bleachers\$105,841.00
SHS Waterline Replacement Project\$646,338.78
Insurance Pmt Rec'd-Vandalism-\$136,331.98
TOTAL SHS CAPITAL PROJECTS\$723,087.39

FISCAL YEAR 2016-2017

SHS Audio Integration And Camera Repair\$4,931.50
SHS Screen & Recoat Gym Floor\$4,272.00
TOTAL SHS CAPITAL PROJECTS\$9,203.50

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

Sheridan School District is continually searching for opportunities to leverage funds so that more can be spent in the classrooms to enhance learning opportunities. The following are some ways we have been able to support our schools outside of the traditional funding stream:

Art and Poetry Grant awarded 17/18 school year \$2,000– Supports work the Fort Logan Northgate is doing in empowering our student's voice through a variety of artistic mediums. The grant also supports the opportunity to work with a well-known local artist on a mural that will reflect the message in their spoken word poems.

GOCO Grant awarded December 2017, \$93,881– Alice Terry Elementary – Nature Play Experience

GOCO Grant awarded December 2017, \$153,477– Fort Logan Northgate – Nature Play and Outdoor learning.

GOCO Grant awarded December 2017, \$12,630 – Programming and Equipment – Venture Club encourages and inspires students 7th-12th grade to venture into the outdoors. This grant provides funding for outdoor equipment to support the students and will also provide funding for a student assistant to help the teacher-leader with the increased number of participants and activities the club member participate in each year.

Bullying Prevention and Education Grant 17/18 school year, \$40,570 – Provides funding to reduce the frequency of bullying incidents, by implementing prevention practices, involving families and community and adopting specific prevention strategies.

Gifted & Talented Universal Screening Grant 17/18 school year, \$20,554 – Provides Gifted & Talented instruction and supplies.

Head Start Grant/Funding 17/18 school year, \$2,345,289 – Provides funding to promote school readiness of low-income children by enhancing their cognitive, social and emotional development. Sheridan School District 2 is the delegate for the grant funds that support Sheridan School District 2, Littleton, Englewood and Cherry Creek School District head start programs.

Library Grant 17/18 school year, \$4000 – Provides funding for educational resources to school libraries, that otherwise are unaffordable.

School Counselor Grant 17/18 school year \$42,800 – Provides funds to increase the level of school counseling services to improve the graduation rate and preparedness into postsecondary education.

Tobacco Policy Grant 17/18 school year \$30,000 – Provides assistance to high risk students who wish to quit smoking and using other tobacco products.

ESSA School Improvement Grant January 2018 recipient of \$470,000 over a three year period – Provides funding to support the alternative pathways model.

Project Recycle 17/18 school year – GOCO funded grant that supports bicycle give a way for third graders and we are currently in the second year of this project.

Colorado Trust 17/18 school year, \$5000 – funding for a school garden and continued support as improvements are made.

Sheridan Rising Together for Equity – Community group consisting of students, community member and school staff working together to support education, housing, activities and programs in Sheridan.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Capital outlay is prioritized with health and life safety being the number one criteria for consideration when we address the need in the District. We are committed to maintaining a capital renewal budget and currently transfer annually to our Capital

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Project account. Through our Facility Master Plan, needs assessment, site walks and working with building principals we update capital needs each year. The most crucial needs are addressed first and continue to move through the list. We have several items that we have not been able to address as our needs outweigh our funding.

Current annual commitment is \$400,000 with \$53,500.00, \$100 per FTE of the total being committed to the capital renewal reserve for Fort Logan Northgate, leaving \$346,500 to support the remainder of the Districts capital needs or \$480.58 per FTE based on the October 1 count, less the population at Fort Logan Northgate.

In the fiscal year of 2014/2015, funding directly affecting Sheridan High School was \$129,443.48 and District-wide \$881,279.58. These projects included items such as completion of a turf field at Fort Logan Northgate, asphalt patching at Alice Terry Elementary, roof repairs, LED monument signs at all school sites.

In 2015/2016, funding directly affecting Sheridan High School was \$723,087.39 and District-wide \$591,788.78. Projects in this funding cycle included bleacher replacement of original bleachers in the HS gymnasium, painting ceiling and walls in the HS gymnasium, acoustical panel replacement in the HS, gymnasium and apron replacement at Alice Terry elementary parent drop off/pick up lane, main water supply line replacement at the HS school property serving five buildings and meeting the requirements set by Denver Water and Denver Fire.

In 2016/2017, funding directly affecting Sheridan High School was \$9,203.50 and \$219,200.65 District wide. Projects included in this funding were 121 additional cameras installed District wide, booster pump, inspection and repair of weight equipment in the High School, sidewalk, ramp and railing replacement at the administration building, replacement of the fire system control panel at Alice Terry Elementary and lockdown kits for all buildings.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

During the 2016-2017 fiscal year, the utility costs (gas, electric, solar, water and sewer) for Sheridan High School were \$94,815.88, trash service was \$9,595.08 and the telephone and internet are a District wide shared cost that we were not able to break down per building.

When the School District received the gift of a BEST Grant and Bond initiative in 2011-12, it wasn't clear what potential savings the District would or could realize with a new building, Fort Logan Northgate and the demolition of two other district buildings. We were diligent in our efforts to build a sustainable, energy efficient school, and through those efforts we realized an 11% savings in utility costs in the first year that the new building was open. This was a pleasant surprise, as the savings exceeded our expectations.

It is difficult to predict utility cost reductions we may see on this project, but we do intend to bring the same focused attention to long-term sustainability and efficiency.

Current Grant Request:	\$37,824,517.12	CDE Minimum Match %:	36
Current Applicant Match:	\$21,276,290.88	Actual Match % Provided:	36
Current Project Request:	\$59,100,808.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	Bond Election Nov. 2018
Future Grant Requests:	\$0.00	Escalation %:	5.5
Total of All Phases:	\$59,100,808.00	Construction Contingency %:	5
Affected Sq Ft:	122,000	Owner Contingency %:	5
Affected Pupils:	345	Historical Register?	No
Cost Per Sq Ft:	\$484.43	Adverse Historical Effect?	No

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Soft Costs Per Sq Ft:	\$76.38	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$408.05	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$171,306.69	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	354	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	1,217	Bonded Debt Approved:	\$6,500,000
Assessed Valuation:	\$201,434,048	Year(s) Bond Approved:	12
PPAV:	\$165,517	Bonded Debt Failed:	\$6,900,000
Unreserved Gen Fund 16-17:	\$4,545,322	Year(s) Bond Failed:	11
Median Household Income:	\$45,114	Outstanding Bonded Debt:	\$21,936,973
Free Reduced Lunch %:	90.4%	Total Bond Capacity:	\$40,286,810
Existing Bond Mill Levy:	11.2	Bond Capacity Remaining:	\$18,349,837
3yr Avg OMFAC/Pupil:	\$4,972.54		



CITY OF SHERIDAN
4101 S. Federal Blvd.
Sheridan, CO 80110-5399

303/762-2200
FAX 303/788-1853

OFFICE OF THE MAYOR

Division of Public School Capital Construction Assistance
1580 Logan Street, Suite 310
Denver, CO 80203

To Whom It May Concern:

On behalf of the Sheridan City Council, I am writing this letter to express our support for the BEST Grant application submitted by the Sheridan School District (District).

We agree with the District's assessment that the current Sheridan High School building needs to be replaced. The current building is dysfunctional from a modern security and safety standpoint. The existing infrastructure does not support modern educational practices, and much of the building systems (HVAC, electrical, security, etc.) are dated and in need of replacement. The current school site configuration creates unsafe interactions between pedestrians, bus and vehicle traffic, and numerous ADA issues need to be addressed.

Financially, the District does not have the bonding capacity to finance a new high school building without BEST Grant support. The District has shown that it is a more than capable partner for the State through the execution and completion of the BEST Grant supported Ft. Logan Northgate school building project.

Again, I would like to express our support for this BEST Grant application and hope you will give it every consideration. Thank you.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tara Beiter-Fluhr". The signature is fluid and cursive.

Tara Beiter-Fluhr, Mayor
City of Sheridan, CO



South Suburban
PARKS AND RECREATION

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Board of Directors
John K. Ostermiller, Chair

Scott A. LaBrash
Pamela M. Eller
Michael T. Anderson
James A. Taylor

Executive Director
Rob Hanna

February 22, 2018

Capital Construction Assistance Board
Division of Public School Capital Construction Assistance
1580 Logan Street, Suite 310
Denver, CO 80203

Dear Board:

South Suburban Park and Recreation District, a quasi-municipality and political subdivision of the State of Colorado, supports Sheridan School District's application for a BEST Grant to replace the Sheridan High School. South Suburban and Sheridan School District have been project partners since 1977, when the school district leased the land adjacent to the high school to South Suburban to construct and operate the Sheridan Recreation Center and Sheridan Community Park. Sheridan School District uses South Suburban's recreation center and park athletic fields for various school activities.

South Suburban recognizes the need to replace Sheridan High School for enhanced security and site safety. The recreation center and park are located in the center of Sheridan School District's campus, with Sheridan High School to the east and Northgate Fort Logan 3-8 School to the west. The recreation center and park are open to the general public during school hours. We jointly use the driveways, parking lots and sidewalks with the schools. With the increased traffic from the 2015 opening of Northgate Fort Logan, safety students, parents, and the public accessing the area is a concern.

As the owner of multiple aging facilities, South Suburban understand the difficulties faced by Sheridan School District in providing a quality learning environment and access to 21st Century teaching/learning opportunities. Buildings like Sheridan High School do not have the infrastructure in place to support today's technology. It is expensive to maintain and/or replace original building systems (HVAC, electrical, plumbing, etc.). Providing equitable access to individuals with disabilities in buildings that were constructed prior to the Americans with Disabilities Act is challenging.

We urge the Capital Construction Assistance Board to support the Sheridan School District BEST Grant application to replace Sheridan High School. This is the last opportunity to apply for this type of funding, and without the Board's support Sheridan will not be able to raise enough funds to replace the school on their own.

Sincerely,

Rob Hanna
Executive Director

● **Facilities Impacted by this Grant Application** ●

ARCHULETA COUNTY 50 JT - HS Safety & Security Upgrades - Pagosa Springs HS - 1997*

School Name: Pagosa Springs HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	127,741
Replacement Value:	\$40,689,644
Condition Budget:	\$18,085,270
Total FCI:	44.45%
Energy Budget:	\$44,709
Suitability Budget:	\$7,137,000
Total RSLI:	17%
Total CFI:	62.1%
Condition Score: (60%)	3.50
Energy Score: (0%)	2.60
Suitability Score: (40%)	4.09
School Score:	3.74



*2009 Assessment Data

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: ARCHULETA COUNTY 50 JT

County: ARCHULETA

Project Title: HS Safety & Security 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 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"/> Technology |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

In 1920, according to the book, "The Public Schools of Archuleta County, Colorado; a Survey", by Frank B. Clapp of University of Colorado, Boulder, there were 20 school districts in Archuleta County, many of them serving students in one room wooden school houses. The book states that, "In many of the districts of the county, it is impossible to hold school except during the summer months on account of the difficulty of travel." In 1924, a two story brick structure was completed to serve students in the town of Pagosa Springs, the largest town in the county. That building still houses our students in fifth and sixth grade. The current Archuleta School District, 50 Jt., located in Pagosa Springs, Colorado, serves all of Archuleta County and several ranch communities located in Hinsdale, County. The district educates approximately 1,600 students at three district schools, an elementary, a middle and a high school, and one charter school, that began operation during the 2017-2018 school year. At the high school, housed in two separate buildings, we offer a comprehensive academic program as well as elective classes that reflect our district Strategic Framework that is based on educating the whole child. The main structure, built in 1998 and celebrating it's 20th anniversary this year, houses all academic programs and many of the elective offerings. Vocational Technical education is offered in a separate facility which is located to the south of the main building and requires students to walk approximately 600 feet to access their classes. We work extensively with our community to increase academic and elective offerings for our students. Through a collaborative partnership with the builders in our community, we were able to offer a new Building Trades program at our high school this year. The only place to house this new program was in a converted garage space in the Vocational/Technical building. Because of the popularity of this program we had to find a different facility for the 2018-2019 school year. Fortunately, a community member has recently purchased a large metal building near the downtown corridor which he is going to convert to temporarily accommodate the Building Trades program and lease space to the district.

Deficiencies Associated with this Project:

Pedestrian and Vehicular Traffic Safety

Compared to Pagosa Elementary School and Pagosa Middle School, circulation, both vehicular and pedestrian, is relatively straightforward, uncongested and safe. The biggest issue from a security standpoint is that the office is set back so far into the building that there is no direct observation of the parking lot or pedestrian approach to the main entry.

Security

The large entry Vestibule opens directly in the large Commons, a multi-use space that functions as the cafeteria seating area and also a circulation and prefunction area for events being held in the Auditorium or Gymnasium (and sometimes both at once). The Vestibule is 200 feet from the Office and has no direct supervision from the Office or any other nearby area. There is no way to identify or control persons entering the building.

Some of the other exterior doors of the building do not operate properly; a major problem is students propping open the south building door so they do not have walk all the way back to the main entry when returning from the Vo Tech Building south of the main High School building.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

The building does not currently have access controls at any of the entries and does not have a sufficient number of security cameras to cover the entire building.

Proposed Solution to Address the Deficiencies Stated Above:

Moving the entire office function to make it adjacent to the Vestibule would be cost prohibitive and also severely impact the other functions of the Office by moving it too far away from the educational areas and other key functions of the High School. Instead, the proposed conceptual solution is to build a small (+/- 100sf) Security Station immediately adjacent to the Vestibule, complete with a transaction window where positive identification can be made and badges distributed. The vestibule doors would be modified to be controlled from this station, requiring persons entering the Vestibule after “rush hour” to stop and engage with staff.

Cameras and position detection switches will be added at all other exterior doors to indicate if a door is propped open or entered inappropriately. Cameras would also be added to two or more light poles in the parking lot. Camera viewing and detection indication equipment would be placed at the Security Station. Duplicates of the equipment would be within the main office as well, system providing back up and the ability to monitor and control the Vestibule doors when staff are not available to man the Security Station. It is anticipated that most of not all of the cameras and door position indicators would be wireless, eliminating the need for long runs of low voltage signal wiring.

How Urgent is this Project?

The location and current configuration of the high school office leaves students and staff extremely vulnerable to an active shooter scenario. The main entrance is located more than 200 feet from the main office and there are no active controls on the main entry doors in the building. The plan to create a secure vestibule with a controlled entrance ensures that people cannot enter the main building without passing a security checkpoint. Given the increase in high school shootings gives this project a high level of urgency.

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 makes annual allocations to the Capital Reserve/Capital Projects Fund based on data gathered during extensive yearly reviews of each building by the Superintendent, the Maintenance Director, the Finance Director, the Technology Director, the Building Principal, and the lead custodian. Over the past three to five years, the District has transferred an average of \$560,000 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. This would include significant repairs as well as health and safety concerns identified by our ongoing facility assessments. When this project is completed, the District will continue transferring these funds for ongoing preventive maintenance of systems and infrastructure for the proposed facilities and will comply with the capital renewal requirements of the grant.

District maintenance staff perform periodic school inspections and perform regularly scheduled preventive maintenance. The District also has preventive maintenance contracts with outside vendors to address a variety of systems such as technology and elevator maintenance. Daily janitorial maintenance is performed throughout each campus, while extensive cleaning takes place during summer break.

Over the past five years, the District has spent an average of \$1.417 million annually for maintenance, custodial and utility costs throughout the District. We do not anticipate the annual maintenance and custodial costs to increase significantly once these projects are completed due to the fact that the maintenance of older buildings tends to require a higher level of attention due to the age of the systems, while the replacement building will have more efficient systems and infrastructure.

Future capital renewal plans will continue to address the need to replace District building systems over time. However, ultimate replacement of the facility at the end of its useful life will require resources beyond the District’s general operating budget, and will most likely require the issuance of general obligation bonds.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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 High School was a new facility constructed 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. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Over the life of the facility, the majority of the improvements have been normal repair and maintenance items including repairing roof leaks and painting the building. A Honeywell Energy Savings project occurred in 2012 which added HVAC control systems, improved lighting in the building, and addressed problems with the building's envelope. Major capital items have required attention with increasing frequency in recent years with capital improvements during the last three years including:

- Boiler motor replacement.
- Cafeteria dishwasher boiler replacement (to be done spring 2018).
- Cafeteria air handler replacement.
- Hallway and office carpet replacement.
- Solution to drainage problem caused by the hill behind the school (insurance).

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

The District has considered funding the projects entirely with a bond but the cost of doing that may be too high for voter approval without BEST grant assistance as evidenced by the defeat of the proposed school bond issue in 2011. The District intends to explore grant possibilities on our own, in conjunction with the Town of Pagosa Springs, and with Archuleta County. A possible portion of our high school project that is not being included in a BEST grant application involves an addition for vocational education programs. It is hoped that if this portion of the project moves forward, that it can be funded largely through private donations.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The District's budgeting for capital projects is based on observed needs. For 2016-17 the District-wide amount was \$326.50.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$199,620.33	CDE Minimum Match %:	61
Current Applicant Match:	\$312,226.67	Actual Match % Provided:	61
Current Project Request:	\$511,847.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Capital Reserve Fund
Future Grant Requests:	\$0.00		
Total of All Phases:	\$511,847.00	Escalation %:	3
Affected Sq Ft:	85,477	Construction Contingency %:	9.26
Affected Pupils:	450	Owner Contingency %:	5
Cost Per Sq Ft:	\$5.99	Historical Register?	No
Soft Costs Per Sq Ft:	\$0.54	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$5.54	Does this Qualify for HPCP?	No

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Cost Per Pupil:	\$1,137	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	190	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

Financial Data (School District Applicants)

District FTE Count:	1,572	Bonded Debt Approved:	
Assessed Valuation:	\$284,786,805	Year(s) Bond Approved:	
PPAV:	\$181,162	Bonded Debt Failed:	\$49,000,000
Unreserved Gen Fund 16-17:	\$7,083,491	Year(s) Bond Failed:	11
Median Household Income:	\$45,338	Outstanding Bonded Debt:	\$4,030,000
Free Reduced Lunch %:	52.0%	Total Bond Capacity:	\$56,957,361
Existing Bond Mill Levy:	3.54	Bond Capacity Remaining:	\$52,927,361
3yr Avg OMFAC/Pupil:	\$932.48		

Financial Data (Charter Applicants)

Authorizer Min Match %:		CEFCA or financing attempts:	
< 10% district bond capacity?		Enrollment as % of district:	
Authorizer Bond Attempts:		Free Reduced Lunch %	
Authorizer MLO Attempts:		% of PPR on Facilities:	
Non-BEST Capital Grants:		Unreserved Gen Fund % Budget:	
3yr Avg OMFAC/Pupil:	\$932.48	FY17-18 CSCC Allocation:	
Who will facility revert to if school ceases to exist?		NA	

● Facilities Impacted by this Grant Application ●

ARCHULETA COUNTY 50 JT - Pk-5 Replacement - Pagosa Springs ES - 1969

District:	Auditor - Archuleta County 50 JT
School Name:	Pagosa Springs ES
Gross Area (SF):	67,000
Number of Buildings:	1
Replacement Value:	\$20,899,042
Condition Budget:	\$14,079,723
Total FCI:	0.67
Adequacy Index:	0.47



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,718,078	\$2,083,689	0.77
Equipment and Furnishings	\$504,482	\$630,601	1.25
Exterior Enclosure	\$1,949,131	\$306,573	0.16
Fire Protection	\$12,832	\$684,679	53.36
HVAC System	\$4,869,490	\$5,005,572	1.03
Interior Construction and Conveyance	\$5,422,123	\$2,989,450	0.55
Plumbing System	\$1,072,874	\$1,030,542	0.96
Site	\$2,109,863	\$1,991,149	0.94
Structure	\$2,240,170	\$30,000	0.01
Overall - Total	\$20,899,042	\$14,752,255	0.71

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: ARCHULETA COUNTY 50 JT

County: ARCHULETA

Project Title: PK-5 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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

In 1920, according to the book, "The Public Schools of Archuleta County, Colorado; a Survey", by Frank B. Clapp of University of Colorado, Boulder, there were 20 school districts in Archuleta County, many of them serving students in one room wooden school houses. The book states that, "In many of the districts of the county, it is impossible to hold school except during the summer months on account of the difficulty of travel." In 1924, a two story brick structure was completed to serve students in the town of Pagosa Springs, the largest town in the county. That building still houses our students in fifth and sixth grade. The current Archuleta School District, 50 Jt., located in Pagosa Springs, Colorado, serves all of Archuleta County and several ranch communities located in Hinsdale, County. The district educates approximately 1,600 students at three district schools, an elementary, a middle and a high school, and one charter school, that began operation during the 2017-2018 school year. At the elementary school, we offer a comprehensive academic program as well as elective classes that reflect our district Strategic Framework that is based on educating the whole child. Through multiple grants, we also offer an excellent after school program that focuses on health, wellness and the outdoors. In order to offer physical education or fitness to every student every day, one of the pillars our district and community believe is essential for our children's educational program, we had to convert a classroom into a fitness room. We work extensively with our community to increase academic and elective offerings to our students. All of our schools provide an Advisory Period that allows us to provide a more personalized support program that addresses the needs of students who are performing at different levels. Due to the age and condition of our elementary school, we have had to divide rooms into smaller and smaller spaces in order to provide the support programs our students require to address their academic and social emotional needs. Because of the inadequate size of common spaces, we begin serving lunch to kindergarten students at 10:30 and continue until after 12:00 in order to feed all of our students. Beginning in the summer of 2016, the district contracted with an architectural firm from Colorado Springs, to conduct an analysis of our current facilities, to determine immediate and long term capital improvements for all of our schools. Following the analysis and a demographic study, the District has engaged a diverse Planning Advisory Team that has advised the district on the needs and direction for district schools. The school board has also engaged the community in a series of public meetings related to our facilities.

Deficiencies Associated with this Project:

Pedestrian and Vehicular Traffic Safety

Pagosa Springs Elementary School is located only a little over 100 feet south of US Highway 160 and about 200 feet west of South 10th Street. Multiple driveways access the school grounds from 10th Street which, along with steep grades, create confusing, difficult to navigate, conflicting and unsafe pedestrian, automobile and bus circulation patterns. At arrival and dismissal, students are forced to cross automobile traffic to reach or leave the school. During the morning and afternoon rush times, traffic backs up onto Hwy. 160. The almost non-existent pedestrian access to the school site is very unsafe, with multiple pedestrian/vehicle conflict points. The two district maintenance technicians provide traffic control during arrival and dismissal times, due to the poor traffic circulation pattern that was established when CDOT re-configured lanes on US Highway 160 near the turnoff to 10th Street.

Security

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Visibility from the main office to the parking lot is severely restricted. In fact, until a recent relocation of an office wall, it was impossible to see anyone approaching the building's main entrance from the parking lot until they were right at the front door. The visibility is now slightly better, but still constrained, and there is no way to control who enters or prevent them from moving down one of multiple corridors that converge at the entrance. In the case of an unwanted intruder, office staff are the first personnel that could fall victim to an active shooter, thus rendering the remainder of the school extremely vulnerable to attack. The district has recently installed security cameras, but they do not provide complete coverage. Door hardware on the other exterior doors is old and outdated and doesn't always function properly. Due to the arrangement of the multiple additions, circulation is a confusing maze of concentric corridors. The building's location immediately adjacent to Hwy 160 is problematic as well. Also see "Security Questionnaire".

Site Condition

The entire parking lot, along with the multiple access drives, is in poor condition and needs to be roto-milled and repaved. There is no shade structure at either playground. All exterior concrete walks need the joints re-caulked and multiple sections need replacement. Additionally, multiple paved areas of the playground are a patchwork of repairs over the years. With the exception of a small area for kindergarten students, these areas need to be repaved or resurfaced with more user-friendly materials. As mentioned in the ADA section, students in wheelchairs and using mobility devices are unable to access much of the play areas.

Fire Management

The existing fire alarm system was partially upgraded in approximately 2012 but does not meet current code. The building does not have a fire sprinkler system and does not meet code because it exceeds allowable area for a non-sprinklered building. Low voltage wiring for the alarm system, as well as other low voltage wiring runs through surface mounted conduit and above the ceilings in many rooms. It is disorganized and difficult, if not impossible, to trace and maintain.

Structural

Due to the age of the majority of the building, the facility does 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. An area of floor around the Library has settled and needs to be mud-jacked. Although detailed analysis was not done as part of the recent assessment, the roof structure of the older portion of the building is unlikely to meet current codes, and the District has no record of the designed snow load capacity. It is assumed that the original design had excess capacity built in. There is some minor cracking of CMU walls indicating settling although not potential structural failure. Likewise, exterior classroom doors on the east side of building show settlement. There is evidence of water infiltration in the portion of the west exterior wall that is below grade, and another portion of this wall is suffering damage from poor roof drainage. Drainage away from the building is problematic as well.

Electrical

There is no backup generator. The existing T-8 florescent lighting system is out of date and energy inefficient and needs to be replaced with LED lighting and dimming controls. Data ports and electrical outlets are insufficient in the older parts of the building; too many educational technology items are plugged into multi headed extension cords, causing a potentially unsafe condition. The electrical panels and service are at capacity, so additional panels and an upgraded service would be necessary. Occupancy sensors, daylighting controls and multi-level switching would be required to be added to comply with current energy codes. Additionally, not enough circuitry exists to operate systems and other necessary equipment (i.e. copiers, Smartboards, computers) without running new wires throughout the building when an upgrade is needed.

HVAC

Geothermal Pumps are near failure and need to be replaced. The Geothermal piping is uninsulated which causes overheating in pipe spaces and the need to pump more geothermally heated water. Fresh air intake and distribution is way under current code requirements, and the air handlers have reached the end of their projected life and need to be replaced. Refrigerant piping insulation is deteriorating and needs to be replaced. The exhaust fans and makeup air unit are also close to failure and need to be replaced. The controls system is out of date but is functioning and does not need immediate attention. It would be logical, however, to replace it at the same time that the major HVAC components are replaced so as to ensure their best operation.

Plumbing

All fixtures and valves in the original building are water hogs, are failing and need to be replaced. The Domestic Water geothermal tanks have also reached the end of their useful life and are near failure as are the domestic hot water pumps. Geothermal piping is corroding from the inside out and is the cause of frequent water line breaks.

Energy Performance

BEST FY2018-19 GRANT APPLICATION SUMMARIES

The District is blessed in that this building is heated by a local true geothermal system. It is easy to think that the heating energy is nearly “free” but that is not the case. Hot water must be pumped to the Elementary School and, like any energy source, the more that is used the more it costs. The building is poorly insulated and subject to drastically different temperatures in different parts of the building. It is impossible to maintain a comfortable, stable learning environment throughout the building. None of the entrances has a vestibule. All windows need to be replaced with double glazed systems with thermally-broken frames. It is difficult to maintain safety of students when doors are propped open to let in air from the outside and cool an overheated room.

Food Preparation and Cafeteria

The cafeteria is woefully undersized for the student population, requiring lunch to be served from 10:30 to 12:15, thus severely impacting the education scheduling. The kitchen is likewise undersized. Each class has 20 minutes to get their lunch and finish eating. This 20 minutes is quickly used as students wait in lines. The next door multipurpose room is emptied of PE classes and used to accommodate overflow. This is problematic as each day staff are pulled from normal duties to set up, tear down and clean the surface to reset to PE classes in a very short turn-around time.

ADA Access and Related Needs

In general, the exterior entrances accommodate children and adults with disabilities. Many of the interior doors, however, do not have accessible setbacks, and all hardware needs to be replaced with accessible hardware. Door signage does not all meet ADA standards. The District has modified one room to provide diaper changing space for specific special needs students, but it is only a stopgap solution, without space for the needed lift to prevent injury to staff. Another room has been modified for “Center Based” severe needs students, but it is barely adequate. Modifications made by staff making the best of the space include blocking off “safe spaces” with furniture and temporary walls where students may have privacy and receive help through the current issue. Only a small portion of the kindergarten playground meets ADA accessibility and was upgraded in the summer of 2017 to accommodate an incoming kindergarten student. Other students who are in wheelchairs or utilizing walkers do not have accessible play areas and are limited in what they can engage in at recess and during outdoor physical education.

Emergency Care

In order to provide additional space for academic intervention and support, the school health aide’s room was divided in half with a temporary wall. The current space is cramped and has two cots for sick children. With an enrollment well over 500 students, this space is often inadequate and students must be sent home or back to class.

Educational Adequacy

The current K-4 elementary school was built at a time when the need for additional academic support for students did not exist. The fact that the elementary school is rated Needs Improvement by the Colorado Department of Education indicates the need for additional learning supports for students. School and district staff have done an incredible job of securing additional funding to provide the needed academic and social emotional support that many of our students need. However, the building does not have adequate space to address these needs. Classrooms are being sub-divided to provide small group and counseling space. Some classrooms are so small as to not allow for individual student workspace. Second grade classrooms require students work at tables because there is not enough room for individual desks.

Interior

Although well maintained and not critical to health, safety or security, the interior finishes are dated and worn and in need of refurbishment. However, the construction and design of the school causes significant problems for the use of wireless technology, a necessary requirement in all schools today.

Exterior

Like the interior finishes, the exterior materials are well maintained and not critical to health, safety or security. Due to Pagosa Springs’ mountain climate, however, many are worn and in need of significant work. Specifically, the wood siding and soffits should be replaced with fiber cement panels and the spandrel panels in the storefront need to be replaced. All the hollow metal frames and doors need to be repaired and repainted, as does certain areas of CMU wall. All building expansion joints need to be resealed.

Proposed Solution to Address the Deficiencies Stated Above:

The big picture solution to solve multiple problems, especially safety and security, for the lower grades in Archuleta County is to vacate the existing 5/6 Building, relocating the 5th Graders to a PreK-5 school building and the 6th Graders to the existing 7/8 Building. The District’s single most severe security issue is the need for 5th (and 6th) graders to move back and forth from the unsecured 5/6 Building to the 7/8 Building and across busy US Highway 160 to access non-paved outdoor play and physical education spaces. Moving the 5th graders into a building with the rest of the lower grades will also increase the

BEST FY2018-19 GRANT APPLICATION SUMMARIES

educational efficiency and better match the preferred pedagogy of the District. However, while moving 5th graders to the elementary school would resolve the safety issues at the middle school, the existing vehicular and pedestrian circulation and safety issues at the current elementary school would not be resolved but in fact, be made worse by adding more students and resulting traffic to the site.

This conclusion was reached by a large, diverse Planning Assistance Team (PAT) and approved by the School Board. The year-long process included 11 PAT meetings, three community meetings, and four presentations to the Board, the last one by members of the PAT. Multiple grade grouping, siting, and building configuration options were considered.

Additional rationale for construction of a new PreK-5 School:

- The cost to appropriately renovate the existing K-4 Building is approximately \$7.5 million, excluding necessary additions to address enrollment growth.
- It eliminates the need to provide temporary space (i.e. modular buildings) during construction.
- Siting will allow for future, District-funded, expansion not possible with existing K-4 Building.
- A new building will be significantly more energy efficient and educationally suitable than even the best designed addition and renovation project at the existing K-4 Building.
- Primary and older students can be appropriately zoned and separated within a new building, allowing for age appropriate design features and avoiding the appearance of a “too big” school.
- The building can be oriented properly for passive solar gain and other climate appropriate strategies.
- Active, outdoor education is hallmark of the Archuleta School District. A new, properly sited, facility will enhance this important feature of the District.
- A new building will be specifically designed to accommodate and enhance the latest in technology, flexible furnishings, and other educational tools to create a first class educational environment.
- A new building will incorporate extensive natural light which is proven to improve learning and work spaces.
- Appropriately sized eating and physical education spaces will allow learning-centric scheduling rather than the other way around.
- Vehicular and pedestrian circulation will be appropriately designed, eliminating conflicts and increasing safety.
- Positive access control and security will be designed into the building, simplifying and enhancing building security and increasing student safety.

How Urgent is this Project?

In 2011, Archuleta School District attempted to pass a bond to build new elementary and middle schools. That bond resulted in the worst defeat of a bond in the history of Colorado, prior to another district’s more recent loss. At that time the community felt that the request was too much and the economy was too poor. Since that time, the community has changed and there is more openness to passing a bond to replace the elementary school. However, without the BEST funds, the likelihood of the bond passage is incredibly questionable. The location and current configuration of the elementary school leaves students and staff extremely vulnerable to an active shooter scenario. It's location on a major state highway offers easy access for anyone. An extended one-level floor plan with seventeen separate entrances, a completely accessible main entrance and the location of the main office make the school an easy target and almost impossible to secure.

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 makes annual allocations to the Capital Reserve/Capital Projects Fund based on data gathered during extensive yearly reviews of each building by the Superintendent, the Maintenance Director, the Finance Director, the Technology Director, the Building Principal, and the lead custodian. Over the past three to five years, the District has transferred an average of \$560,000 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. This would include significant repairs as well as health and safety concerns identified by our ongoing facility assessments. When this project is completed, the District will continue transferring these funds for ongoing preventive maintenance of systems and infrastructure for the proposed facilities and will comply with the capital renewal requirements of the grant.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

District maintenance staff perform periodic school inspections and perform regularly scheduled preventive maintenance. The District also has preventive maintenance contracts with outside vendors to address a variety of systems such as technology and elevator maintenance. Daily janitorial maintenance is performed throughout each campus, while extensive cleaning takes place during summer break.

Over the past five years, the District has spent an average of \$1.417 million annually for maintenance, custodial and utility costs throughout the District. We do not anticipate the annual maintenance and custodial costs to increase significantly once these projects are completed due to the fact that the maintenance of older buildings tends to require a higher level of attention due to the age of the systems, while the replacement building will have more efficient systems and infrastructure.

Future capital renewal plans will continue to address the need to replace District building systems over time. However, ultimate replacement of the facility at the end of its useful life will require resources beyond the District's general operating budget, and will most likely require the 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 current Pagosa Springs Elementary School was originally build in 1967 as a K-5 facility. Additions were constructed in 1982 and 1992, which increased the number of classrooms but also decreased the clarity of the internal circulation.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The district replaced flooring in some hallways where asbestos tiles were lifting, due to water damage prior to the roof being replaced in 2012.

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

The District has considered funding the projects entirely with a bond but the cost of doing that may be too high for voter approval without BEST grant assistance as evidenced by the defeat of the proposed school bond issue in 2011. The District intends to explore grant possibilities on our own, in conjunction with the Town of Pagosa Springs, and with Archuleta County. A possible portion of our high school project that is not being included in a BEST grant application involves an addition for vocational education programs. It is hoped that if this portion of the project moves forward, that it can be funded largely through private donations.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The District's budgeting for capital projects is based on observed needs. For 2016-17 the District-wide amount was \$326.50.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

The 2017 utility costs for the current elementary school were \$70,543. The utility costs for a new building will depend on the l

Current Grant Request:	\$13,002,217.02	CDE Minimum Match %:	61
Current Applicant Match:	\$20,336,800.98	Actual Match % Provided:	61
Current Project Request:	\$33,339,018.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	
Future Grant Requests:	\$0.00		Bond Election Nov. 2018
Total of All Phases:	\$33,339,018.00	Escalation %:	3
Affected Sq Ft:	84,150	Construction Contingency %:	3
Affected Pupils:	722	Owner Contingency %:	4

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Cost Per Sq Ft:	\$396.19	Historical Register?	No
Soft Costs Per Sq Ft:	\$39.02	Adverse Historical Effect?	No
Hard Costs Per Sq Ft:	\$357.17	Does this Qualify for HPCP?	Yes
Cost Per Pupil:	\$46,176	Is a Master Plan Complete?	No
Gross Sq Ft Per Pupil:	117	Who owns the Facility?	District

If owned by a third party, explanation of ownership:

Financial Data (School District Applicants)

District FTE Count:	1,572	Bonded Debt Approved:	
Assessed Valuation:	\$284,786,805	Year(s) Bond Approved:	
PPAV:	\$181,162	Bonded Debt Failed:	\$49,000,000
Unreserved Gen Fund 16-17:	\$7,083,491	Year(s) Bond Failed:	11
Median Household Income:	\$45,338	Outstanding Bonded Debt:	\$4,030,000
Free Reduced Lunch %:	52.0%	Total Bond Capacity:	\$56,957,361
Existing Bond Mill Levy:	3.54	Bond Capacity Remaining:	\$52,927,361
3yr Avg OMFAC/Pupil:	\$932.48		

Financial Data (Charter Applicants)

Authorizer Min Match %:		CEFCA or financing attempts:	
< 10% district bond capacity?		Enrollment as % of district:	
Authorizer Bond Attempts:		Free Reduced Lunch %	
Authorizer MLO Attempts:		% of PPR on Facilities:	
Non-BEST Capital Grants:		Unreserved Gen Fund % Budget:	
3yr Avg OMFAC/Pupil:	\$932.48	FY17-18 CSCC Allocation:	
Who will facility revert to if school ceases to exist?			NA

● Facilities Impacted by this Grant Application ●

ARCHULETA COUNTY 50 JT - PSMS Renovations - Pagosa Springs MS - 1954

District:	Auditor - Archuleta County 50 JT
School Name:	Pagosa Springs MS
Gross Area (SF):	101,650
Number of Buildings:	3
Replacement Value:	\$31,759,811
Condition Budget:	\$21,631,199
Total FCI:	0.68
Adequacy Index:	0.63



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,708,527	\$3,185,943	0.86
Equipment and Furnishings	\$549,326	\$686,656	1.25
Exterior Enclosure	\$4,247,771	\$684,898	0.16
Fire Protection	\$743,782	\$1,134,663	1.53
Furnishings	\$1,183,927	\$1,171,987	0.99
HVAC System	\$5,710,169	\$6,642,512	1.16
Interior Construction and Conveyance	\$8,569,711	\$5,502,263	0.64
Plumbing System	\$1,725,961	\$1,564,231	0.91
Site	\$1,314,216	\$1,176,201	0.89
Structure	\$4,006,422	\$92,639	0.02
Overall - Total	\$31,759,811	\$21,841,993	0.69

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: ARCHULETA COUNTY 50 JT

County: ARCHULETA

Project Title: PSMS 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 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 type="checkbox"/> Renovation | <input checked="" type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

In 1920, according to the book, "The Public Schools of Archuleta County, Colorado; a Survey", by Frank B. Clapp of University of Colorado, Boulder, there were 20 school districts in Archuleta County, many of them serving students in one room wooden school houses. The book states that, "In many of the districts of the county, it is impossible to hold school except during the summer months on account of the difficulty of travel." In 1924, a two story brick structure was completed to serve students in the town of Pagosa Springs, the largest town in the county. That building still houses our students in fifth and sixth grade. The current Archuleta School District, 50 Jt., located in Pagosa Springs, Colorado, serves all of Archuleta County and several ranch communities located in Hinsdale, County. The district educates approximately 1,600 students at three district schools, an elementary, a middle and a high school, and one charter school, that began operation during the 2017-2018 school year. At the middle school, comprised of two buildings, one of which is the original 1924 building, referenced above, we offer a comprehensive academic program as well as elective classes that reflect our district Strategic Framework that is based on educating the whole child. Through multiple grants, we also offer an excellent after school program that focuses on health, wellness and the outdoors. We work extensively with our community to increase academic and elective offerings to our students. Both of the middle school buildings, one built in 1924 and the other built in 1954 and added to in 1983 have had the roof replaced, one with district funds and the other with a BEST grant in 2016. The building that was constructed in 1924 originally served all students in a portion of the county. The building that was constructed in 1954 was originally the high school. The 1954 structure contains all of the common spaces such as the library, the cafeteria and two gyms. Currently students in the 5/6 building must cross the open campus for all electives and lunch or to access the school office. Beginning in the summer of 2016, the district contracted with an architectural firm from Colorado Springs, to conduct an analysis of our current facilities, to determine immediate and long term capital improvements for all of our schools. Following the analysis and a demographic study, the District has engaged a diverse Planning Advisory Team that has advised the district on the needs and direction for district schools. The school board has also engaged the community in a series of public meetings related to our facilities.

Deficiencies Associated with this Project:

5/6 Building and 7/8 Building

Pedestrian and Vehicular Traffic Safety

The 7/8 Building is located in downtown Pagosa Springs, immediately adjacent to US Highway 160. It also fronts North 4th and Lewis Streets, with minimal setbacks. The nearby 5/6 Building, which shares the site, backs up to a steep hill dropping down from Lewis Street. A paved play area between the two buildings doubles as an after hours parking area. There are stairs, but no disable access, from this joint play area up to Lewis Street, where bus drop off and pick up occurs. Parent drop off and pick up is accomplished through a short, one-way alley running from 3rd Street toward the play area and then turning and running to exit onto to Hwy. 160. Limited parking is available along these alleys. There are no play or athletic fields on the Middle School Site. Children must cross busy Hwy 160 at a signalized intersection one-half block west of the pave play area or one-half block south of the rear entry to the 7/8 Building on 4th Street.

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Security

Suffice it to say, the location of the two buildings, especially the 7/8 Building, immediately adjacent to multiple roadways with no line of site from the administration area makes security a challenge. Many doors on the 7/8 Building do not function well, requiring deliberate, forceful action to close. The 5/6 Building has no office area at all (administrative functions for all four grades take place in the 7/8 Building), and one door generally remains unlocked during the day to allow 5/6 students to move back and forth between buildings for lunch, physical education, library, and other special activities. A high hill rises across Lewis Street with a clear view into the north (rear) windows of the 5/6 Building.

Site Condition

The entire parking/play area, along with the alley access drives, is in poor condition and needs to be rotomilled and repaved. There is no shade structure. All exterior concrete walks need the joints recaulked.

5/6 Building

Fire Management

The building does not have a fire sprinkler system. Low voltage wiring for the alarm system, as well as other low voltage wiring runs through surface mounted conduit and loose above the ceilings.

Structural

Due to the age of the building, the facility does 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. Although detailed analysis was not done as part of the recent assessment, the roof structure of this building is unlikely to meet current codes, and the District has no record of the designed snow load capacity. It is assumed that the original design had excess capacity built in.

Mechanical

There is no ventilation other than the operable windows.

Electrical

The existing substandard T-8 fluorescent lighting system should be replaced with LED lighting and dimming controls. Occupancy sensors, daylighting controls and multi-level switching are needed to comply with current energy codes. Updated technology (more data ports) and electrical outlets are needed in all offices and classrooms. Additional receptacles panels and electrical service may be necessary.

Plumbing

The Domestic Water Heater and associated pumps are near failure and needs to be replaced.

Energy Performance

The building is poorly insulated and subject to drastically different temperatures in different parts of the building. It is impossible to maintain a comfortable, stable learning environment throughout the building. Neither of the doors has a vestibule. All windows need to be replaced with double glazed systems with thermally-broken frames.

Food Preparation and Cafeteria

There is no food service in the 5/6 Building. See 7/8 Building Food Preparation and Cafeteria below.

ADA Access and Related Needs

In general, the exterior entrances accommodate children and adults with disabilities. Ramps that are functional, but too steep, provide access to the upper level. Many of the interior doors do not have accessible setbacks, and all hardware needs to be replaced with accessible hardware. Door signage does not all meet ADA standards. There is no diaper changing space for specific special needs students. There is no room for "Center Base" students. Water fountains, sinks, toilets and room signage are not ADA compliant.

7/8 Building

Fire Management

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The building has a fire sprinkler system but both it and the alarm system need to be updated. Low voltage wiring for the alarm system, as well as other low voltage wiring runs through surface mounted conduit and loose above the ceilings.

Mechanical

Fan shrouds on Air Handling Units need repaired for safety reasons. Exhaust fans throughout the building need replaced. In particulate the Kitchen Exhaust Fan and Makeup Air Unit are near failure and need to be replaced. Although not as urgent the Air Handling Units are nearing the end of their useful life and will eventually need replacing. The snowmelt system heat exchanger and pumps are failing and need replacing. Controls for all systems need to be updated.

Replace Geothermal Pumps

Insulate Geothermal Piping

Replace Boiler

Electrical

Replace the existing diesel generator in building and tank on the roof with a new diesel generator in an exterior enclosure mounted on a concrete pad, transfer switches.

The existing substandard T-8 florescent lighting system should be replaced with LED lighting and dimming controls. Occupancy sensors, daylighting controls and multi-level switching are needed to comply with current energy codes. Updated technology (more data ports) and electrical outlets are needed in all offices and classrooms. Additional receptacles panels and electrical service may be necessary.

Plumbing

The Domestic Water Heater and associated pumps are near failure and needs to be replaced.

Energy Performance

The building is poorly insulated and subject to drastically different temperatures in different parts of the building. It is impossible to maintain a comfortable, stable learning environment throughout the building. Neither of the doors has a vestibule. All windows need to be replaced with double glazed systems with thermally-broken frames.

ADA Access and Related Needs

In general, the exterior entrances accommodate children and adults with disabilities. Ramps provide access among the slightly different levels in the building. Many of the interior doors do not have accessible setbacks, and all hardware needs to be replaced with accessible hardware. Door signage does not all meet ADA standards. There is no diaper changing space for specific special needs students. There is no room for "Center Base" students. Water fountains, sinks, toilets and room signage are not ADA compliant.

Interior

Although generally well maintained, most interior finishes are worn and in need of replacement or renewal. Some finishes, such as some corridor carpet, need replacement but are adhered to asbestos containing floor tile.

Exterior

Some window frames are rusted and need significant repair or replacement. Most soffits need repair and recaulking. The greenhouse structure and adjacent needs repainting. Metal fascia panels need repainting. Building expansion joints need recaulked.

Proposed Solution to Address the Deficiencies Stated Above:

The big picture solution to solve multiple problems, especially safety and security, for the lower grades in Archuleta County is to vacate the existing 5/6 Building, relocating the 5th Graders to a PreK-5 school building and the 6th Graders to the existing 7/8 Building. The District's single most severe security issue is the need for 5th (and 6th) graders to move back and forth from the unsecured 5/6 Building to the 7/8 Building and across busy US Highway 160 to access non-paved outdoor play and physical education spaces. Moving the 6th graders into a building with the rest of the middle school grades will also increase the educational efficiency and better match the preferred pedagogy of the District. Significantly, the existing vehicular and pedestrian circulation and safety issues of the Middle School site would be reduced and safety increased by reducing the number of students and resulting traffic to the site.

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This conclusion was reached by a large, diverse Planning Assistance Team (PAT) and approved by the School Board. The year-long process included 11 PAT meetings, three community meetings, and four presentations to the Board, the last one by members of the PAT. Multiple grade grouping, siting, and building configuration options were considered.

Additional rationale for moving 6th graders into the existing 7/8 Building:

- Along with moving the 5th Graders to a new K-5 Building, vacating the existing 5/6 Building will reduce District operating costs.

- The existing 7/8 Building has the capacity, with some minor renovations, to accommodate another grade. This will result in a higher utilization rate for the building.

.4)

No. As noted above, reducing the number of students will actually improve the use of the site.

How Urgent is this Project?

Given the downtown location of the middle school, which is currently serving grades 5 - 8 in two separate buildings, the safety of students is of paramount importance. Students must travel between the two buildings throughout the school day. The campus is located directly on Highway 160 and has no perimeter security. The safety and security needs need an immediate solution and can no longer be ignored.

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 makes annual allocations to the Capital Reserve/Capital Projects Fund based on data gathered during extensive yearly reviews of each building by the Superintendent, the Maintenance Director, the Finance Director, the Technology Director, the Building Principal, and the lead custodian. Over the past three to five years, the District has transferred an average of \$560,000 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. This would include significant repairs as well as health and safety concerns identified by our ongoing facility assessments. When this project is completed, the District will continue transferring these funds for ongoing preventive maintenance of systems and infrastructure for the proposed facilities and will comply with the capital renewal requirements of the grant.

District maintenance staff perform periodic school inspections and perform regularly scheduled preventive maintenance. The District also has preventive maintenance contracts with outside vendors to address a variety of systems such as technology and elevator maintenance. Daily janitorial maintenance is performed throughout each campus, while extensive cleaning takes place during summer break.

Over the past five years, the District has spent an average of \$1.417 million annually for maintenance, custodial and utility costs throughout the District. We do not anticipate the annual maintenance and custodial costs to increase significantly once these projects are completed due to the fact that the maintenance of older buildings tends to require a higher level of attention due to the age of the systems, while the replacement building will have more efficient systems and infrastructure.

Future capital renewal plans will continue to address the need to replace District building systems over time. However, ultimate replacement of the facility at the end of its useful life will require resources beyond the District's general operating budget, and will most likely require the 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 facility was constructed as a new school building in 1954.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

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A major expansion was added in 1983 and the roof was replaced in 2012, to repair an improper roof project from 2004-2005. There was also a Honeywell project in 2012 that added HVAC Controls and improved both lighting in the school and the building envelope.

Capital Improvements made during the last three years include:

- Remodeling of three restrooms and two shower rooms.
- Hot water heater replacement.
- New carpet in multiple classrooms.
- Replacing Kitchen freezer condensers.

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

The District has considered funding the projects entirely with a bond but the cost of doing that may be too high for voter approval without BEST grant assistance as evidenced by the defeat of the proposed school bond issue in 2011. The District intends to explore grant possibilities on our own, in conjunction with the Town of Pagosa Springs, and with Archuleta County. A possible portion of our high school project that is not being included in a BEST grant application involves an addition for vocational education programs. It is hoped that if this portion of the project moves forward, that it can be funded largely through private donations.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The District's budgeting for capital projects is based on observed needs. For 2016-17 the District-wide amount was \$326.50.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$1,796,051.40	CDE Minimum Match %:	61
Current Applicant Match:	\$2,809,208.60	Actual Match % Provided:	61
Current Project Request:	\$4,605,260.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	Bond Election Nov. 2018
Future Grant Requests:	\$0.00	Escalation %:	5.04
Total of All Phases:	\$4,605,260.00	Construction Contingency %:	5
Affected Sq Ft:	60,756	Owner Contingency %:	5.4
Affected Pupils:	558	Historical Register?	No
Cost Per Sq Ft:	\$75.80	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$5.59	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$70.21	Is a Master Plan Complete?	No
Cost Per Pupil:	\$8,253.15	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	109	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	1,572	Bonded Debt Approved:	
Assessed Valuation:	\$284,786,805	Year(s) Bond Approved:	
PPAV:	\$181,162	Bonded Debt Failed:	\$49,000,000

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Unreserved Gen Fund 16-17:	\$7,083,491	Year(s) Bond Failed:	11
Median Household Income:	\$45,338	Outstanding Bonded Debt:	\$4,030,000
Free Reduced Lunch %:	52.0%	Total Bond Capacity:	\$56,957,361
Existing Bond Mill Levy:	3.54	Bond Capacity Remaining:	\$52,927,361
3yr Avg OMFAC/Pupil:	\$932.48		

● Facilities Impacted by this Grant Application ●

WALSH RE-1 - ES and HS Safety and Security - Walsh ES - 1928

District:	Auditor - Walsh RE-1
School Name:	Walsh ES
Gross Area (SF):	35,728
Number of Buildings:	2
Replacement Value:	\$8,017,151
Condition Budget:	\$2,464,116
Total FCI:	0.31
Adequacy Index:	0.13



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,218,782	\$674,416	0.55
Equipment and Furnishings	\$236,538	\$97,947	0.41
Exterior Enclosure	\$1,389,150	\$76,578	0.06
Fire Protection	\$1,661	\$348,414	209.80
Furnishings	\$62,366	\$0	0.00
HVAC System	\$633,837	\$95,748	0.15
Interior Construction and Conveyance	\$2,184,721	\$820,227	0.38
Plumbing System	\$492,862	\$325,104	0.66
Site	\$651,664	\$368,521	0.57
Structure	\$1,145,571	\$5,575	0.00
Overall - Total	\$8,017,151	\$2,812,530	0.35

● **Facilities Impacted by this Grant Application** ●

WALSH RE-1 - ES and HS Safety and Security - Walsh Jr/Sr HS - 1960

District:	Auditor - Walsh RE-1
School Name:	Walsh Jr/Sr HS
Gross Area (SF):	54,785
Number of Buildings:	2
Replacement Value:	\$12,359,036
Condition Budget:	\$3,683,761
Total FCI:	0.30
Adequacy Index:	0.22



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,194,048	\$1,528,619	0.70
Equipment and Furnishings	\$666,831	\$211,060	0.32
Exterior Enclosure	\$2,624,521	\$26,757	0.01
Fire Protection	\$2,546	\$536,585	210.72
Furnishings	\$530,776	\$81,595	0.15
HVAC System	\$741,850	\$378,675	0.51
Interior Construction and Conveyance	\$1,754,688	\$538,385	0.31
Plumbing System	\$795,193	\$684,944	0.86
Site	\$1,384,888	\$547,697	0.40
Structure	\$1,663,695	\$0	0.00
Overall - Total	\$12,359,036	\$4,534,317	0.37

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: WALSH RE-1

County: BACA

Project Title: ES and HS Safety and Security

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"/> Technology |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input checked="" type="checkbox"/> Other gas line replacement |

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

Walsh School District is a high-achieving, rural district in Southeast Colorado that serves 168 students in grades Pre-Kindergarten through 12. The staff and community place high value on the diverse opportunities provided to students at Walsh School District. College credit is awarded to students at the high school level, and students have the opportunity to participate in a variety of sports, Knowledge Bowl, Science Club, FFA, Student Council, and as members of the Service and Leadership Team. We currently maintain and operate 91,857 square feet of educational space (547 sf/student) in four separate buildings; Elementary School building, shared cafeteria building, Jr/ Sr High Building, and a Vo-Ag building.

The district started as a single campus entity, built at the site of the elementary campus in 1928. In 1960, the high school was built on a separate campus. Since that time, many additions and renovations have taken place, including most recently:

1. 2004 upgrades at the high school including new HVAC units, windows, and a lighting system upgrade,
2. 2006 fire alarm systems installed and roofs upgraded on both campuses,
3. 2017-2018 new roofs installed at the high school and on the additions to the original 1928 elementary school building, new roof coatings on all other buildings in the district, seven new AC units installed at elementary, 11 windows replaced at the elementary, new lighting system installed at football field, and carpet replaced in one classroom at a cost of over \$1.36 million.

Routine maintenance projects take place, for the most part, during the summer. The district is currently seeking bids for updating the analog phone system to a digital system across the district, and already has bids for the replacement of counter tops in the locker rooms and elementary bathrooms to consider pending a decision on this BEST Grant application.

In recent years there has been growing concern about the fiscal burden of maintaining two separate campuses in terms of systems maintenance, and from a personnel standpoint. Additionally, operating and maintaining the large square footage of facilities seen in the district may not be feasible long-term. While enrollment is stable, it is not likely to increase, and certainly not to the levels seen at the point the facilities were constructed. Finally, there are safety concerns in having students walk to the cafeteria and between campuses for classes.

This project is intended to alleviate our most immediate safety and security concerns. We know there is more work to be done, and further investments will be coming to help create a safe and secure environment for our students. The district is committed to going through a more thorough facilities master planning process prior to further direct significant investments.

Deficiencies Associated with this Project:

Deficiencies overview:

The 2009 CDE Parsons assessment report (dated march 17, 2015) findings are listed below for general facilities condition

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context. This information has not yet been vetted by a planning/ assessment consultant:

Elementary School

Gross area (SF) - 40,694

Replacement Value - \$9,580,527

Condition Budget - \$5,035,232

Total FCI - 52.56%

Suitability Budget - \$335,00

Total CFI - \$56.2%

Jr/Sr High School

Gross area (SF) - 51,163

Replacement Value - \$14,599,883

Condition Budget - \$4,633,754

Total FCI - 31.74%

Suitability Budget - \$792,200

Total CFI - \$37.3%

Deficiencies addressed by this project:

Gas lines – High School

The high school which was constructed in the early 1960's is served by individual heating units located on the exterior wall of each room. The gas connections are served by individual service lines buried underground around the perimeter of the building to the natural gas meter located on the northwest corner of the east classroom wing. It is believed the lines buried are the original lines from the construction of the building in early 1960's and more than likely served propane as the fuel source. Currently natural gas is the fuel source. In December 2016, one of the HVAC units was not heating properly and upon hiring a mechanical contractor to inspect, it was determined a lack of gas pressure was the source of the issue. Tracing the line underground serving this particular unit it was discovered the line itself was heavily deteriorated with rust and discovered holes, allowing gas to leak. Based on the condition of the line the mechanical contractor indicated the remaining lines will be in the same condition and need to be replaced in the near future as it is considered a safety hazard.

Electrical deficiency at Concession kitchen – High School

The concession kitchen was built with insufficient power to meet current day demands. This starts with the main panel serving this in addition to the breaker panel for the room. The result is constant power failure during operations, creating a safety hazard.

Perimeter Security/safety – Elementary and High School

The current condition of access for both buildings is an unsecured system. Doors are opened in the morning and left open during the operation of the school. Anyone can enter at will to either building allowing for uncontrolled unwanted intrusions. In addition, with staff constraints it is difficult to provide full time supervision at each major entry point and an A-phone type device does not exist. With increasing requirements for better security at schools the district believes it needs to enhance its perimeter security with a more controlled condition.

Door hardware safety – Elementary and High School

There are multiple deficiencies with the exterior door hardware:

1. 90% of the hardware is the original for both buildings and while maintained overtime it is at the end of the service life with multiple failures and keying issues.
3. Exterior doors do not function consistently requiring constant maintenance to keep doors secure and locked.
4. The keying system over time has become uncontrolled and is not a master key system providing a security issue with multiple keys.

Proposed Solution to Address the Deficiencies Stated Above:

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Gas lines – High school

The only solution to this deficiency is to replace the buried gas lines with new and reconnect the devices the lines serve. We analyzed several ways to accomplish this; 1. Remove gas lines and replace with suitable lines for underground use, 2. Run exposed lines on the face of the building, and 3. Run new lines on the roof and penetrate at each location. Considering future plans for the high school, longevity of the new lines and ease of future maintenance. We believe option 3, run the lines on the roof is appropriate and considered a more traditional approach for buildings. Considering the school may pursue expansion in future we believe this method is better served to expand the gas line system as well.

Electrical deficiency at Concession kitchen – High School

The main electrical entry is on the exterior wall by the concession area, so we can pull a new panel to replace the existing one. We will do a load study, but our initial guess is a 225A sub-panel is probably necessary. We will completely re-do all outlets in the room to be served from that panel alone. Conduit and outlets run exposed on the wall.

Perimeter Security/Safety – Elementary and High School

Our solution to bring the school up current security standards are as follows:

1. Install an A-phone intercom system at each main entry to aide staff's supervision of the main entry.
2. Replace hardware with devices utilizing electric strike for either a card or FOB access in lieu of keys. This will occur at the main entry and recess door for the elementary, and the main entry and side weight room entry door for the high school building.
3. Rekey exterior doors to be on a master key system in lieu of multiple individual keys, for administration and fire department.

How Urgent is this Project?

The gas line deficiency needs to be resolved as soon as possible, due to the critical nature of this deficiency. If the project is not awarded, the district will replace the gas lines using money from the General Fund. All exterior doors will also be re-keyed, and district administration will research other possible funding sources for the remaining safety and security upgrades. By using General Fund dollars for these projects, this could impact the ability of the district to continue to provide the wide array of elective courses and extracurricular activities currently enjoyed by students. Due to the Budget Stabilization factor, declining agricultural economy in the area, and declining enrollment, the district is relying more on General Fund dollars to sustain day to day operations. As those funds begin to decline, we will have to consider what programs and positions can be cut, thus negatively impacting our students.

In the absence of any additional funding streams, a 5-year schedule for the replacement and repair of exterior doors and interior door hardware will be implemented. The A phone system will be implemented once all door and door hardware issues, electrical issues, and gas line issues have been addressed.

As previously stated, this project is intended to alleviate our most critical safety and security concerns, but there is more work to be done. The district is committed to investing further in creating a safe and secure environment for our students, but want to ensure our investments are fiscally sound. To meet this end, the district is committed to engaging in a master planning process to guide future investments, and prioritize needs, both short-term and long-term. Through the data obtained during this process, district administration can gain valuable insight into the most fiscally responsible way to proceed in ensuring the safety and security of current and future Walsh School District 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:

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

An annual capital construction budget of at least \$25,000 will be used to maintain and replace project components upon completion of the grant. The district will use a voter-approved mill levy override funds to fund capital construction projects throughout the district. Based on data from the CDE Facility Condition Assessment, the facility action plan, and a pending facility master plan, the district will identify and prioritize areas of greatest need, and will develop a rotation schedule and

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implementation plan for capital construction projects.

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:

Walsh School District RE-1 was originally a single building school constructed at the site of what is now the elementary campus in 1928. Due to country schools closing in 1959, and those students being transported to neighboring towns for school, it became necessary for the district to expand its facilities. The current high school was built in 1960. Over time, both campuses have had numerous additions and upgrades to meet the changing educational needs of students.

At the time of original construction, all buildings and additions were in compliance with the building codes of the time. Furthermore, the buildings have been well maintained, and are in excellent condition for their age, with many expired systems in place which are still functioning well beyond their expected lifespan.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

New roofs were installed at the high school and on the additions to the original 1928 elementary school building after a hail storm in June 2017 resulted in a total loss insurance claim on these roofs. All remaining roofs in the district had a new coating applied. The lights at the football field are being replaced with new LED lights. In addition, 11 new windows were installed at the elementary campus, and new carpet is being installed in an elementary classroom where damage was sustained. Seven new central air conditioning units were installed at the elementary campus as well.

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

The district utilizes a permanent, flexible 10 mill levy override to offset district costs. The number of additional mills levied varies from year to year based upon the needs of the district, as determined by the annual budget.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

For the 2017 Fiscal Year, \$1,384 per FTE was budgeted for capital construction. For the 2018 Fiscal Year the amount budgeted for capital construction is \$1,729 per FTE.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$279,085.40	CDE Minimum Match %:	45
Current Applicant Match:	\$228,342.60	Actual Match % Provided:	45
Current Project Request:	\$507,428.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	General Fund
Future Grant Requests:	\$0.00	Escalation %:	8
Total of All Phases:	\$507,428.00	Construction Contingency %:	15
Affected Sq Ft:	55,000	Owner Contingency %:	15
Affected Pupils:	168	Historical Register?	No
Cost Per Sq Ft:	\$9.23	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$1.89	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$7.34	Is a Master Plan Complete?	No
Cost Per Pupil:	\$3,020.40	Who owns the Facility?	District

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Gross Sq Ft Per Pupil: 547 **If owned by a third party, explanation of ownership:**

Financial Data (School District Applicants)

District FTE Count:	134	Bonded Debt Approved:	
Assessed Valuation:	\$27,720,677	Year(s) Bond Approved:	
PPAV:	\$207,646	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$2,143,952	Year(s) Bond Failed:	
Median Household Income:	\$44,013	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	59.6%	Total Bond Capacity:	\$5,544,135
Existing Bond Mill Levy:	0.061	Bond Capacity Remaining:	\$5,544,135
3yr Avg OMFAC/Pupil:	\$1,729.46		

● **Facilities Impacted by this Grant Application** ●

JUSTICE HIGH SCHOOL - Multi-purpose Room Addition - Justice High Charter School - 1979
No Statewide Facility Assessment Information Available



BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: JUSTICE HIGH SCHOOL

County: BOULDER

Project Title: Multi-purpose Room 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 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 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 type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input checked="" type="checkbox"/> Other multi-purpose room |

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

Located in Lafayette, CO, Justice High School (Justice) is a Title I school, with 79 students, grades 9 - 12. The Justice mission is to provide year-round college prep education for all enrolled students. Justice's curriculum is ideal for at-risk youth who are disconnected from traditional school due to juvenile delinquency, drugs/alcohol, alienation, or other factors. Justice's philosophy is that 'at risk' youth can become successful if given an opportunity and structured environment, using the AP model and allowing full-time students to finish high school requirements within two to three years. Justice requires all seniors complete at least two college level courses and be accepted into college as a graduation prerequisite. Students must complete a college preparation course, which includes instruction in college entrance exams, applying to college via traditional methods and the Internet, and applying for financial aid/other scholarships. Justice also teaches college survival skills to apply after students have entered college. This includes housing information, as well as how to obtain books, academic materials, internships and job training skills that enhance educational and career opportunities.

Justice serves students who are chronically truant, have been unsuccessful in traditional school, or have been involved in the criminal justice system. In addition to issues such as academics and peer pressure, most students experience abject poverty and dysfunctional homes, often forced to deal with difficult situations every day, including substance abuse, domestic/environmental violence, prostitution and sexual assault. Justice is particularly important to area at-risk youth as educational attainment among Denver adults is key (U.S. Census Bureau. (n.d.). American Community Survey 2010-2015 Single-Year Estimates: Selected Social Characteristics, Retrieved from American Fact Finder February 2018). Median earnings for adults over age 25 substantially increase with higher education levels.

Justice is located within a high poverty area (25.1%), nearly double the state (12.9%). Residents with income below 50% of poverty level (11.7%) is nearly double that statewide (5.9%). At Justice, 100% of students qualify for free and reduced lunch (72.49% at local school district). Only about 45% of our students attend college (57.3% statewide). Given that virtually 100% of Justice students have demonstrated difficulties in traditional school, students' academic struggles are unsurprising. For many Justice students, school represents the only normal aspect of their lives - a place where "at-risk" youth receive tools for success through high standards, new opportunities, tutoring, high-quality teachers and an environment that cultivates growth and learning. School participation and commitment are demonstrated protective factors among students, improving academic and lifetime achievement. Despite having numerous extracurricular activities, Justice has no shared community facilities of its own, forcing students to utilize nearby parks and community centers for gatherings and events, affecting students' connections to school. On-site community space enables our students to feel connected to one another and to the school, thereby improving potential and outcomes. School connectedness is a proven protective factor in decreasing risky behaviors. Positive school climate is associated with reduced aggression, peer victimization, and punitive disciplinary actions, as well as decreased absenteeism and increased academic achievement. Students' school attachment leads to better attendance, grades, and behavior. School climate and physical environment are directly related to academic achievement and learning for high school students (Thapa A, Cohen J, Guffey S, Higgins-D'Alessandro A. A review of school climate research. Rev Educ Res. 2013;83(3):357-385).

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Deficiencies Associated with this Project:

As noted above, there are currently no school assembly or community gathering facilities on site. Students must travel to off-site locations for large gatherings. High school students traveling off-campus, both during, before and after school hours, poses the inherent risks of being harmed by other community members over whom the school has no control. The travel, via foot, bike or vehicle, brings with it the risk of accident or injury versus the safety of students engaging in activities on campus.

Proposed Solution to Address the Deficiencies Stated Above:

Justice worked closely with Jennings Architecture to address the identified deficiencies of lack of school facilities, particularly in the development of safe and secure, on-campus multi-purpose, school assembly/ common areas. As demonstrated in the architectural drawings provided, these facilities will be incorporated into the existing structures in a way that allows for easy access of students, while providing the safest space possible for student and community usage. Justice will further ensure that the buildings are ADA appropriate and comply with state safety standards.

How Urgent is this Project?

We hope to begin construction as soon as grant funding is secured, to match our bond allocation, and when our plans receive approval from the city and state. The current anticipated deadline is for facilities to be constructed and open for usage by students by August 2019.

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?

Justice High and BVSD will follow the established Master Plan to ensure renewal and maintenance of facilities. This will include funding through bonds, and donations. The renewal and maintenance budget will include the following:

Facilities maintenance @ \$5,000

Operations (utilities, custodial, trash) @ \$3,200

Deferred maintenance \$1,500

ADA repair/maintenance \$1,600

Lighting and utilities \$9,000

Taxes and insurance \$5,000

Total: \$25,300

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 was in quality condition at the time of purchase. The request is for an addition to 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. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

There have been no capital improvements made to date.

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

Justice has approached additional funding opportunities to address the need for enhanced school facilities. This has resulted in \$98,000 raised in donations, as well a firm commitment from a major donor, to match a large portion of funds raised for the project.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Justice executive staff and board of directors meet annually to develop the annual facilities development and maintenance budget.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

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Current Grant Request:	\$41,580.00	CDE Minimum Match %:	66
Current Applicant Match:	\$90,420.00	Actual Match % Provided:	68.5
Current Project Request:	\$132,000.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	2015 Bond dollars plus general funds
Future Grant Requests:	\$0.00	Escalation %:	0
Total of All Phases:	\$132,000.00	Construction Contingency %:	0
Affected Sq Ft:	874	Owner Contingency %:	0
Affected Pupils:	79	Historical Register?	No
Cost Per Sq Ft:	\$151.03	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$37.02	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$114.01	Is a Master Plan Complete?	No
Cost Per Pupil:	\$1,671	Who owns the Facility?	Charter School
Gross Sq Ft Per Pupil:	123	If owned by a third party, explanation of ownership:	

Financial Data (Charter Applicants)

Authorizer Min Match %:	75%	CEFCA or financing attempts:	0
< 10% district bond capacity?	N	Enrollment as % of district:	0.27%
Authorizer Bond Attempts:	1	Free Reduced Lunch %	92.40%
Authorizer MLO Attempts:	0	% of PPR on Facilities:	12.00%
Non-BEST Capital Grants:	0	Unreserved Gen Fund % Budget:	19.60%
3yr Avg OMFAC/Pupil:	\$6,190.33	FY17-18 CSCC Allocation:	\$18,686.16
Who will facility revert to if school ceases to exist?		NA	

● Facilities Impacted by this Grant Application ●

ST VRAIN VALLEY RE 1J - Main Street School Renovation - Main Street School - 1926

District:	Auditor - St Vrain Valley RE-1J
School Name:	Main Street School
Gross Area (SF):	71,744
Number of Buildings:	1
Replacement Value:	\$20,870,713
Condition Budget:	\$13,369,280
Total FCI:	0.64
Adequacy Index:	0.35



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,458,019	\$2,629,455	1.07
Equipment and Furnishings	\$387,933	\$202,833	0.52
Exterior Enclosure	\$2,032,011	\$867,125	0.43
Fire Protection	\$675,861	\$3,534	0.01
HVAC System	\$4,781,240	\$5,498,221	1.15
Interior Construction and Conveyance	\$4,811,107	\$2,825,420	0.59
Plumbing System	\$993,097	\$621,722	0.63
Site	\$1,294,172	\$458,213	0.35
Structure	\$3,437,273	\$262,759	0.08
Overall - Total	\$20,870,713	\$13,369,282	0.64

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: ST VRAIN VALLEY RE 1J

County: BOULDER

Project Title: Main Street School Renovation

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 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 type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Main Street School is a home for students in St Vrain Valley School District (SVVSD) with severe disability needs. Of the over 32,000 students enrolled in SVVSD, roughly 11% are served by special education programs. Most receive support in their neighborhood schools. The 100+ students of Main Street School are high-need students who cannot be served by neighborhood schools.

Many of these students have physical needs, but the largest number have behavioral and mental health needs. SVVSD's goal with this project is to enable Main Street School to serve these high-needs students with dignity and respect in a safe, appropriate educational environment.

There are three programs in the Main Street School:

- 1) LS-ACE serves 45-50 students who are of 18-21 years of age who require services to support their transition from high school to adulthood.
- 2) Intensive Behavior Support Program serves 50-65 K-12 students with mental health and behavioral needs.
- 3) Sierra School serves 20 students from kindergarten through age 21 with communication disorders.

Main Street School has served these students in this building since 2014. The District is committed to this location and this building as the permanent home for these programs. Though Main Street School is relatively new to this building, the District has been investing in the facility for nearly 100 years. Built in 1925 as part of the original Longmont High School Campus, the building is of historic importance to the District and to the Community. Multiple program changes, additions, remodels and repairs have led to a fragmented building that has never been intentionally designed to support the Main Street programs. Because of the District commitment, and some obvious facilities inadequacies, SVVSD has undertaken a building Master Planning effort to re-envision Main Street School. This process has highlighted multiple health, safety, and security needs, along with major program suitability issues that need to be addressed.

In 2016, SVVSD passed a \$260M capital construction bond to add capacity for 4,475 students and to make improvements to existing facilities. The actual identified District wide capital need was in excess of \$390M. This massive gap, between District wide need and what polls and community meetings indicated voters would fund, has very real ramifications for the students of Main Street School. \$5M from the bond was designated for Main Street School. That is enough money to repair several of the systems deficiencies at the school, but it is not enough to create an appropriate educational environment that is equitable to other District schools. This grant will bridge that gap.

There is often a single defining event that takes a student out of their neighborhood school, and begins their time at Main Street. A last straw, a desperate call for help, these events are full of emotion. For students and their families, coming to Main Street can feel like a punishment or a failure. It is essential that, as these students settle in to their new school, the

BEST FY2018-19 GRANT APPLICATION SUMMARIES

learning environment communicates that the District remains fully committed to their safety and success. The staff of Main Street bring this commitment every day, showing through their investment of time, effort and emotion that they care about these students. It is time to communicate these same messages of support, dignity and respect through the physical environment. This grant will fill the gap between just another series of band-aids and repairs to a holistic reenvisioning of an intensive needs educational environment. This has the opportunity to be a truly transformational project, enabling SVVSD to serve these high needs students in a safe and appropriate educational environment, equitable to other District schools.

Deficiencies Associated with this Project:

Deficiency Overview:

The 2009 Parsons assessment lists a Condition Budget of \$13,209,138 with a Replacement Value of \$23,684,531 for a Total FCI of 55.77%.

The same assessment lists a Suitability Budget of \$7,528,500 with a Total CFI of 87.6%.

The 2009 report has been reviewed. The most notable discrepancy between the Parsons assessment and what was observed on site is that the roof has been replaced. The condition budget for that item is higher than the actual need. Outside of that, no major discrepancies have been identified. As expressed by these high level assessment numbers, the building has many outdated systems that are due for replacement, and many suitability issues.

These needs must be addressed in order for the District to achieve their goal of transforming this building into the permanent home for these high needs special education programs, and to serve these students with dignity and respect in a safe, appropriate educational environment that is equitable to other District schools.

Primary Building Condition and Suitability Concerns:

Health Concerns - Indoor Air Quality and Building Construction:

- Lack of adequate ventilation/ outside air. There is no mechanical ventilation at Main Street School. The current radiant heat-only system relies on operable windows and window A/C units for ventilation.
- There is mold throughout the building caused by inadequate ventilation and flooding in the garden level.
- There is asbestos throughout the building which creates an ongoing hazard to students and staff.
- Students peel paint off the walls when in a dysregulated state. There is risk of potential lead-based paint beneath the layers of paint students access when peeling paint.

The poor indoor air quality creates an unsafe learning environment and limits when students can be on site. Some students who would benefit from the programs of Main Street School can not attend due to health concerns from the air quality.

Safety and security:

- Proximity of Main Street School to Main Street in Longmont, a high traffic street.
- Lack of secure accessible entry to the school.
- Population specific safety concerns - operable windows, low railings.
- Hot water heating system with metal wall units in each room.
- Outdated fire alarm system.

There are many concerns about the safety and security of students. Main Street School is located along Main Street in Longmont, which is a high traffic street. Though the central location is ideal for the program, the current relationship to the street is problematic as some students with the emotional and behavioral needs found at Main Street run if they get outside unescorted. The fear is that the students could run into the street.

Currently the secure entry to Main Street School is on the main level of the building, accessed by a large concrete exterior staircase. Due to the specific nature of the Main Street School program, many students can not use the secure entry as it is non-compliant and enter the building in a garden level non-secure entry to the building.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Because some students are at a risk of self harm, the current operable windows and low railings pose fall hazards as some students are at a risk of self harm. Stair railings in the building are short and are at times a risk to students who hang on them/over them when emotionally dysregulated. At one location in the building, the railing on the third floor looks all the way down to the first floor of the building. If a student goes near this area when dysregulated, staff must physically manage students to avoid potential serious injury.

Main Street School has a hot water heating system with metal wall units in each room where heat blows through. When students become dysregulated, at times they kick the radiator resulting in broken sharp pieces of metal and/or the risk of hot water burns. District maintenance staff have worked to secure all pieces of the unit together as much as possible to avoid the potential breakage at the joints. The hot water risk remains, which presents imminent danger if students kick the unit.

The building does not have a central air conditioner. Window A/C units serve some spaces, though not all office spaces and none of the hallways in the building have a window A/C unit; therefore, these spaces can become very hot in the spring and summer months. Dysregulated students have pulled A/C units out of windows (and/or broken pieces off the unit), causing a risk of injury.

The fire alarm system in this building is a stand-alone fire alarm system. The system does not have voice evacuation capabilities which does not meet the new 2015 IFC codes.

Suitability:

- Location/ Inaccessibility of the cafeteria
- Awkward, small, and poorly designed elevator
- Adjacencies need to be reconsidered - program is currently piece-meal, disconnected, and inefficient
- Restroom facilities are inappropriate
- Students currently being sent out of district - program realignment and associated efficiencies will increase number of students who can be served
- Need for a PK room to support programming
- No AC - These are year round programs. Programs are currently being relocated every summer to facilities that have air conditioning.

Technology:

- Many classrooms observed lacked AV system equipment such as a projectable whiteboard and audio systems/classroom sound reinforcement.
- The public address system has been in place for more than 30 years. The schools master clock system is integrated with the PA system. The public address and clock system will exceed its service life within 5 years and should be replaced.
- The school main entrance is provided with access control consisting of proximity readers and a video doorbell. Other doors in the school are key-locked. Due to the programs in the school, a more complete electronic access system to allow greater monitoring and control of exterior doors is required.

Comparison to 2016 CDE Construction Guidelines

Below are primary deficiencies when compared to the 2016 CDE Construction Guidelines:

4.1.1 Sound Building Structures - The current cafeteria wall has a large crack from the foundation through the parapet that is visible from both interior and exterior. As part of the programmatic realignment of Main Street School the cafeteria space is being relocated to a more centralized location allowing for the cafeteria addition to be demolished. If the District were to keep the building, this would need further investigation.

4.1.3 Roofs - While the roofs have been replaced in 2008 and 2009, there are some issues of water leaking into the building during heavy rains. There are some pipe flashings that need to be repaired or replaced to make the roof watertight.

4.1.4 Electrical Systems - Power Distribution and Utilization - The electrical system will need to be upgraded to support the proposed new HVAC system.

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4.15 Lighting Systems - Lighting throughout the building needs to be replaced with new lighting controls as well. Due to the programmatic nature of the Main Street School program, faculty being able to regulate light intensity is incredibly beneficial to some of the behavioral or emotional needs of the students.

4.1.6 Mechanical Systems - Heating, Ventilation, and Air Conditioning (HVAC) - The building has very poor indoor air quality, partly due to a lack of ventilation and air conditioning. The building currently has no mechanical ventilation. The perimeter radiant heating with classrooms need to be replaced with fan coil/unit ventilators. The atmospheric boilers and pneumatic controls are outdated and need to be converted and replaced with condensing boilers and new controls. Many of the toilet exhaust fans are malfunctioning and need to be replaced.

4.1.8 Fire Protection Systems - With the programmatic realignment of this building the Fire Alarm System will need to be replaced or reconfigured.

4.1.10 Facilities with Safely Managed Hazardous Materials - Due to the age of the building, asbestos and lead based paint are most likely prevalent in many areas serving the students. These hazards need to be properly disposed of to properly provide a safe environment.

4.1.11 Security -

Building: There are several entrances into the building, one in the garden level for students needing an accessible entrance with the main entrance on the raised main level facing Main Street. As part of the interior realignment the garden level will become the true main entrance for Main Street School to provide an accessible entrance for all students while also providing a safer entry for students by not having them enter the building along Main Street.

Site: The wall mounted site lighting needs to be replaced due to age. New fencing needs to be added along Main Street to secure the site perimeter and prevent students from being able to run out into the street.

4.2.8 Connectivity Standards - Wiring devices need to be replaced to provide new receptacles for computer workstations and charging stations.

Proposed Solution to Address the Deficiencies Stated Above:

The District hired an architecture and engineering firm to visit the school, assess the deficiencies of the building, and help define needs associated with realigning the building to better suit the Main Street program. At the same time, a Design Advisory Group was formed to master plan the building. Through a series of meetings, information about the building was shared with the Group, and a process was undertaken to re-invision Main Street School. The plan and associated program documents went through several iterations, which were then presented to a larger group including Main Street School staff as well as the parent of a current student. As a result of these planning meetings, the group was able to define a list of guiding principles and design criteria to further define the Districts goal of improving the building to fully and appropriately serve the students and staff of Main Street School:

Guiding Principles:

- Main Street School should meet the programming needs of students beyond their neighborhood schools.
- Accessibility is not to be an afterthought. Main Street School needs to be Universally Designed.
- The updated Main Street School shall provide a warm, welcoming, safe and secure environment equitable to other St. Vrain District environments, and reassure families and students that needs will be met.

Planning Criteria:

- Preserve and reinforce the historic character of the building.
- Provide the following Physical Education spaces:
 - Fitness room
 - Multi-purpose studio: a space for mindfulness
 - Maintain a larger gym that allows for central visibility.
- Create dedicated art and music rooms.
- Increase classroom size with appropriate SF/student to accommodate the needs of students.
- The cafeteria should be appropriately sized and located.
- Create an LSA Suite that meets current standards with a space for students to practice independent living skills.
- Improve indoor air quality and daylighting.
- Centralize all admin areas for Main Street School, including social workers and related services staff.
- Add a learning commons.

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Through several meetings and iterations, the Design advisory Group used these principles and criteria to develop the following plan:

The 2018 Main Street Renovation Plan:

- Relocate the main office and create a new secure and accessible entrance away from Main Street.
- Exterior improvements to create a new welcoming front entry and repair degrading brick work.
- Remodel interior spaces to improve program adjacencies and create an appropriate educational environment equitable to other St. Vrain schools.
- New exterior windows to increase daylight, reinforce the historic character of the building, and eliminate safety concerns associated with the current operable windows.
- Resolve building system deficiencies including a new HVAC system to provide appropriate mechanical ventilation and allow for year round occupancy.
- Site improvements around the building perimeter to solve water infiltration/ mold issues

This plan will resolve existing building deficiencies, and will support the District's goal of enabling Main Street School to serve these high needs students with dignity and respect in a safe, appropriate educational environment that is equitable to other District schools.

How Urgent is this Project?

Main Street school has been in urgent need of repair for many years. Due to the vigilance of maintenance staff, the District has been able to preserve facilities far past their service life while awaiting funding for major improvements. As time goes by, deficiencies are increasing, repairs are becoming more frequent, and the risk of incident increases. In terms of timeframe before failure, health and safety concerns are here right now.

Health concerns due to indoor air quality are ongoing and ever present. Inadequate ventilation and mold are a fact of day to day life and are affecting students and staff everyday. As noted above, there are students who would benefit from attending Main Street School who are currently bused elsewhere at great expense to the District because the building creates health concerns for them.

Safety concerns due to lack of a secure accessible entrance and program specific concerns are a threat everyday. Staff are able to reduce the risk of incident through active management and vigilance, but this represents an increase and misuse of their work and energy that should be spent working directly with their students

The following is a list provided by school staff of relevant incidents and safety concerns that exemplify the types of health and safety issues students and staff live with and manage daily. These serve to illustrate the urgency of this project:

- *Main Street School's main building entrance for students (where buses pick up/drop off) has a large entryway made of multiple panes of rectangle glass. Oftentimes, when students are dysregulated, they attempt to kick and/or punch these panes of glass. Several panes have been broken and replaced with plexiglass to decrease the occurrence of such incidents.
- *Main Street School has a hot water heating system with metal wall units in each room where heat blows through. When students become dysregulated, at times they kick the radiator resulting in broken sharp pieces of metal and/or the risk of hot water burns. District maintenance staff have worked to secure all pieces of the unit together as much as possible to avoid the potential breakage at the joints. The hot water risk remains, which presents imminent danger if students kick the unit.
- *Main Street School does not have central air conditioning; thus, window air conditioner (A/C) units are in classroom windows. Not all office spaces in the building have a window A/C unit; therefore, these offices can become very hot in the spring and summer months. Dysregulated students have pulled A/C units out of windows (and/or broken pieces off the unit), causing a risk of injury.
- Decorating the halls at Main Street School is particularly challenging, as securing items to the walls with anything besides tape (or another product that can be used on top of the wall's surface) requires asbestos intervention.
- There is one ADA bathroom at Main Street School, which causes unnecessary wait times for students to access this bathroom. Additionally, there is one shower in the ADA bathroom to assist in self-care tasks; however, the drain in the ground does not drain properly making this tool inefficient.
- There is one chair lift in the building (between the 1st and 2nd floors) to enable students in wheelchairs to access the

BEST FY2018-19 GRANT APPLICATION SUMMARIES

cafeteria. The chair lift is old and often breaks down requiring regular repairs. When the chair lift is out of order, students must be wheeled outside on one end of the building and pushed to the other end of the building where they can come back inside to access the cafeteria. In inclement weather, especially, this is not an ideal solution.

- *At times, students may peel paint off the walls when in a dysregulated state. There is risk of potential lead-based paint beneath the layers of paint students access when peeling paint.

- The carpet on the first floor of Main Street School is problematic for students in wheelchairs and/or using walkers for mobility, as the carpet does not allow for ease of movement from place to place. This complicates independent mobility, as the wheels drag on the carpet.

- *Stair railings in the building are short and are at times a risk to students who hang on them/over them when emotionally dysregulated. At one location in the building, the railing on the third floor looks all the way down to the first floor of the building. If a student goes near this area when dysregulated, staff must physically manage students to avoid potential serious injury.

- Most student restrooms in the building have multiple stalls. This is problematic for students with boundary issues and must be managed by only allowing one student to use the restroom at a time.

- The elevator alcove has a narrow opening, which causes difficulty for students in wheelchairs to turn and maneuver. Moreover, only one wheelchair fits in the elevator at a time.

- The old ceiling tiles in most rooms are subject to items being thrown at them by dysregulated students; dust and debris falls from ceiling tiles when this occurs.

*Due to the safety concerns associated with these incidents, staff must implement physical management methods with students if/when the incident presents imminent danger to students and/or staff.

While the district has passed a bond, the current funds allocated for Main Street School are not sufficient to fully resolve all issues present. If the grant is not awarded, portions of the work will be eliminated from the project and many of the concerns will remain.

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 maintains an annual budget of approximately \$4M for both capital renewal and for general ongoing building maintenance. The amount allocated to each facility each year varies in response to capital planning and high priority needs. It should be noted that the Main Street School Building has typically received a disproportionate portion of those funds due to the age of the building and its major systems. For the past five years, from 2012 through 2017 the maintenance cost for the Main Street School Building has been an average of \$84,402 roughly 17% higher than average.

Regarding capital planning, each year internal facility audits are performed, which along with other sources inform a database of facility needs. A capital forecasting software program is used to organize and prioritize these items. A rubric style system has been developed to analyze priorities and to select which projects can be funded under each year's budget.

For maintenance needs the District utilizes a work-order based software system to organize and track both responsive and preventative maintenance work. This system allows District maintenance staff to systematically address both the immediate facility needs as reported by building occupants and other District staff as well as scheduled preventive maintenance.

These two integrated systems (capital renewal and ongoing maintenance) work in concert to allow the District to monitor the status of facility needs and plan ahead with a focus on preventative maintenance.

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:

Main Street School has been owned and operated by St. Vrain Valley School District since it was built in 1925. Originally built as Longmont High School, the building has undergone several additions and remodels as well programmatic changes. Main Street School, as it is known today, became the home of the District's special education program in 2014.

The Building is sited on Main Street in Longmont. It contributes to the character of the street and is valued by the District and Community. The District is committed to keeping it a part of its school facilities inventory.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

The design and layout of the building were originally intended to support programs that are no longer housed in the building. The District recognizes that there are some building features that create challenges for the current population of high needs special education students. However, because of its central location, and the District and community commitment to this building, The District believes this is the right building for these programs and is committed to supporting these students in this facility for 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. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

St Vrain Valley School District has been doing ongoing maintenance to this building and has kept it operational for almost 100 years. This project seeks to go beyond continuing to address facilities issues one item at a time. With the help of this grant we want to commit to fully supporting the programs, staff and students of Main Street School.

Over the last three years the District has spent \$1,577,247.96 in capital improvements with an additional \$253,206.24 spent on maintenance. These capital improvement projects include:

2015:

- Security camera installation
- Installation of a new program specific playground
- Interior mold and abatement mitigation from water infiltration from foundation wall in first floor rooms
- Installation of site fencing due to needs of the program
- Emergency repairs to the interior and exterior of the building

2016:

- Calm rooms installed on the lower level due to programmatic need
- Interior and exterior security cameras
- Emergency repairs to the interior and exterior of the building

2017:

- Upgrade building maintenance system pneumatic controls
- Pave south parking lot and resurface north parking lot
- Calm rooms installed on the main and upper levels due to programmatic need
- Expanded and paved a previously gravel parking lot
- Miscellaneous project to replace stair treads, replace exterior doors and hardware, replace non-compliant sprinkler heads
- Emergency repairs to the interior and exterior of the building

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

Outside of the BEST grant, the District passed a Bond measure in 2016 which will contribute \$5M to address the facility needs. The need originally identified was greater than this amount, but because the size of the approved bond amount was reduced to \$260M, it left Main Street School with an \$8M deficit.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The District maintains an annual Capital Reserve account for capital renewal as well as a General Fund account for ongoing facility maintenance. The combined funding of those two accounts was approximately \$133 per FTE (\$4M / 30,032.3) for the 2016-2017 school year. This money is allocated per the audit priority matrix.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

This project would entirely replace the existing mechanical and lighting systems in the building. The current radiant heat-only system would be replaced with a full HVAC system. Current fluorescent lights would be replaced with LED throughout. The District's energy manager has performed a basic analysis and forecasts a saving of approximately 30% or \$8,400 in electrical usage for lighting. The building envelope would be repaired and windows would be replaced. The ultimate design for the new systems has not yet been realized, so it is difficult to estimate possible energy savings. Current annualized utility costs for the building are:

Electricity	\$27,637
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Natural Gas	\$14,216
Propane	N/A
Water	\$4,237
Sewer	\$2,854
Waste Removal	\$3,600
Telecommunications	\$1,590 average
Internet	Billing is District-Wide, MSS specific cost was not immediately available.

Current Grant Request:	\$2,246,065.01	CDE Minimum Match %:	69
Current Applicant Match:	\$4,999,305.99	Actual Match % Provided:	69
Current Project Request:	\$7,245,371.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	2016 Bond
Future Grant Requests:	\$0.00	Escalation %:	8
Total of All Phases:	\$7,245,371.00	Construction Contingency %:	4
Affected Sq Ft:	66,457	Owner Contingency %:	5
Affected Pupils:	110	Historical Register?	No
Cost Per Sq Ft:	\$109.02	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$9.92	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$99.11	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$65,867.01	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	604	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	29,639	Bonded Debt Approved:	\$449,000,000
Assessed Valuation:	\$3,229,964,750	Year(s) Bond Approved:	08, 16
PPAV:	\$108,977	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$35,753,564	Year(s) Bond Failed:	
Median Household Income:	\$73,677	Outstanding Bonded Debt:	\$375,995,000
Free Reduced Lunch %:	30.6%	Total Bond Capacity:	\$645,992,950
Existing Bond Mill Levy:	17.55	Bond Capacity Remaining:	\$269,997,950
3yr Avg OMFAC/Pupil:	\$1,527.39		

Main Street School
820 Main Street
Longmont, CO 80501

To Whom It May Concern:

Imagine needing to use the bathroom and there is only one available. You have to wait your turn because there is someone already using it. It is hard to wait, but due to your physical disability, you have to use the ADA bathroom. You wait patiently, but it has already been 20 minutes. You think, "I should go back to class so I do not miss anymore learning," but you know if you leave, someone else will take your place in line and you will have to wait even longer. After a few minutes, you realize how hot you are! It is 90 degrees outside and where you are waiting for the bathroom, there is no air conditioning or windows. The only way to cool the building is through room air conditioners and you are waiting in the hallway. You think, "At least it will be cooler while I am waiting in the winter," but then you remember that the hallways are always cold in the winter with no direct heat. Finally, it is your turn and you are relieved.

The story above could be someone's nightmare; unfortunately, it is a daily occurrence for the students at Main Street School. There is one ADA bathroom for the entire building and the level of student need is very high. Students are missing learning opportunities in the classroom as well as being physically uncomfortable while they wait for the bathroom.

Main Street's uniquely vulnerable student population is highly impacted by the physical inadequacies of the building. The lack of ADA bathrooms is just one building concern. There is no HVAC system so the heating and cooling of the building is managed by room heaters and room air conditioners. There is a shower for students to use if needed; however, it is in the ADA bathroom and it does not drain properly. This means that if it is used, there is about one inch of water on the floor for the rest of the day. This also means that if a student needs to use the shower, students will be waiting to use the toilet. Additionally, students either have to go outside to get to the cafeteria or use the lift. Unfortunately, the lift is no longer working properly and is disabled much of the time. This is a concern in the cold, wet months as many of our students are medically fragile and staff are pushing wheelchairs on the wet, icy ground.

This grant will support health and safety at Main Street. It will improve the physical environment achieving adequacy and excellence in which students can learn and adults can work. Main Street staff is investing in human capital of both staff and students; this grant would be a financial investment in the future for staff, students, and the environment.

Sincerely,



Jenny Clark
Main Street School Special Education Facilitator

**ST. VRAIN VALLEY SCHOOLS**
academic excellence by design

Main Street School
820 Main Street
Longmont, CO 80501
(303)678-5662

February 12, 2018

To Whom It May Concern,

My name is Christina Tillery, and I am the Instructional Coach for the Main Street School and LS-ACE programs. I have been employed in several different capacities at the Main Street School since its inception nine years ago. During my time spent in the classroom and working independently with students, I have had many occasions to witness how the design and current state of the Main Street School facilities has lead to safety concerns and general inequality for our students compared with other facilities throughout the district.

The Main Street School was built over eighty years ago for a very different set of students than it currently serves today. Even if the student population was similar, however, many of the structures are outdated and present safety concerns. Add into this equation students that have serious emotional disabilities or difficulties with their self-regulation and impulses, and we often have situations that can be unsafe. Students access the separate floors by a series of staircases (which themselves present problems from a universal design standpoint). The stair railings are not very high and can easily be climbed on or over by escalated students. From the third floor the potential drop to the first floor would be deadly. Monitoring students on the stairs for safety is a harrowing experience for staff.

Another safety concern is the building's ventilation/heating and cooling systems. There is no central heat or air conditioning. In the warmer months, classrooms are cooled by outdated, individual window air-conditioning units. These units are loud and not very effective (definitely unequitable when it comes to other schools in the district) and can be pulled out or damaged by escalated students. We have had to remove these units in our calm rooms which means that the rooms become unusable in the warm months due to the lack of airflow which create unsafe environments (too hot and stuffy). The gym is also practically unusable during this time due to the poor ventilation. In the winter, we rely on radiator heat (again, very unequitable when you look at other schools in the district). The radiators often become targets for escalated students. They get hit and kicked which creates a very unsafe situation as there is boiling hot water within the pipes. Often the metal exterior becomes dented or falls off altogether. Monitoring students around the radiators causes more restraints of escalated students as staff struggle to keep students from serious bodily harm that could be caused by exploding radiator pipes.

Other examples of outdated or unsafe building features include classroom doors and stairwell features with old glass (They often get hit or kicked and we have had multiple students put their hands or fists or feet through the glass which has lead to serious injuries.), walls with asbestos and lead paint (For safety this means that we have to have special work orders to secure bookshelves, etc to walls as often students will climb on them or try and pull them over. For inequality concerns this means that we cannot hang student work in the hall or in classroom securely as we can't hammer or drill into the wall. Additionally, students pull at the paint and peel it away which exposes the lead paint.), and the student bathrooms have multiple stalls which can be unsafe for our population of students (we currently have to monitor that students use the restrooms one at a time to mitigate unsupervised activity in the bathroom between students). Additionally, our auditorium has very outdated seats (many are broken) and a stage that is only accessed by stairs (again, not universally designed for some of our students with disabilities).

The Main Street School is a historic building, and with a little bit of love and careful planning, could once again become a jewel in the school district. Our students deserve access to a safe and equitable education, and the Main Street School could provide this education with universally designed features and updated additions made with safety in mind. I hope that we are able to meet our students' needs with a building that will inspire security and a sense of well-being for years to come.

Sincerely,



Christina Tillery
Instructional Coach
Main Street School

● **Facilities Impacted by this Grant Application** ●

BUENA VISTA R-31 - BVHS/MS Renovation & Replacement - BVHS/McGinnis MS - 1964

District:	Auditor - Buena Vista R-31
School Name:	BVHS/McGinnis MS
Gross Area (SF):	120,838
Number of Buildings:	4
Replacement Value:	\$28,272,601
Condition Budget:	\$18,450,227
Total FCI:	0.65
Adequacy Index:	0.46



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$4,082,937	\$4,779,216	1.17
Equipment and Furnishings	\$1,078,487	\$1,348,109	1.25
Exterior Enclosure	\$3,660,468	\$1,751,845	0.48
Fire Protection	\$21,331	\$1,227,106	57.53
Furnishings	\$1,078,865	\$324,164	0.30
HVAC System	\$3,670,753	\$2,313,300	0.63
Interior Construction and Conveyance	\$5,201,475	\$3,295,113	0.63
Plumbing System	\$1,693,129	\$1,759,062	1.04
Site	\$2,791,166	\$2,853,523	1.02
Special Construction	\$79,509	\$0	0.00
Structure	\$4,914,480	\$0	0.00
Overall - Total	\$28,272,601	\$19,651,438	0.70

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Applicant Name: BUENA VISTA R-31

County: CHAFFEE

Project Title: BVHS/MS Renovation & Replacement

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why: The project was moved to the shortlist and approved by all CCAB members, but the final prioritized score was less than 1 point away from being funded. Incomplete FCI assessment, weak community support, and high square footage/student were noted with lower ratings by some board members.

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 checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Situated in the northern end of Chaffee County and nestled beneath Mt. Princeton in the Collegiate Peaks, Buena Vista School District has a reputation throughout the state for high academic performance, strong participation and success in athletics and performing arts, and most especially, students who consistently demonstrate kindness and respect for others. Currently, the district is recognized by the Colorado Department of Education as a District of Distinction, and Buena Vista High School is honored with the Governor's Distinction Award. The tightly connected community collaborates 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 essential to each student thriving.

The district mission of "ensuring every student reaches the peak of success by being curious, connected, constructive, critically-competent, creative, collaborative, and character-centered" highlights the shared community vision of well-rounded students. We believe in equipping students with the skills, knowledge and dispositions for success in future endeavors by providing environments designed for our youth to learn through powerful, relevant school experiences. Our current facilities have become a barrier to providing these types of experiences that promote the 7 C's aligned with our mission. While we have invested in tablets for all 6-12 students and added WiFi access points to increase access to resources and elevate creative problem-solving, the interior construction and electrical infrastructure, at capacity and outdated, are seriously limiting student accessibility and connection to resources and tools for deeper learning. Physical spaces for creating projects and collaborating are limited to classrooms.

In 2012, after working closely with community and business owners, the district prioritized needs by asking taxpayers to first support a bond (for a renovation at the elementary school) and mill override (to address the state's negative factor) and in the future support a larger facilities project to address needs at the middle and high schools. With overwhelming approval for both, the district was able to address operational needs, including staff salaries that were below state and regional averages, and build a new wing at the elementary school, supported by a BEST grant. The community understood this was phase one of a larger plan to address facility needs.

The district operates with four strategic priorities:

- 1) Build professional and community collaboratives;
- 2) Instruct with focus on thinking strategies and feedback;
- 3) Create spaces of optimism;
- 4) Establish safe and healthy learning spaces.

In 2016, district administration brought an action plan to the community to address these district priorities. Stemming from our 2012 long-term plan, the proposal included construction of a new MS & HS with the support of a \$52 million bond

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approval. While the community strongly supported new schools to address the district priorities, in particular safety needs, the cost for construction was far more than the community was able to support. The ballot question was resoundingly rejected. The district applied for a BEST grant in 2017 and fell just short of an award. In 2017, after an extensive listening campaign, the district returned to the community to ask for \$29.5 million bond for new schools and this was strongly approved; we went from a 70% no vote in 2016, to a 58% yes vote in 2017! The community understands to meet the identified program needs at the middle and high school, we are dependent on the BEST grant award. Our community has come together, understanding the urgency of this project and are hopeful for a successful award to meet the program needs of our students to achieve our district priorities aligned with our mission of every student reaching the peak of success.

Deficiencies Associated with this Project:

There are countless issues at the middle school and high school. The FCI for the main buildings (not including the Industrial Arts and HS gym) is 77%. Another major issue is the abundance of site deficiencies and structural deficiencies. Over the last year, a structural assessment was conducted on all buildings and the final report determined if the existing MS/HS facilities were renovated, it would require an additional \$2.4 million to \$10.2 million in structural repairs depending on if it were a minor or major renovation. When these amounts are combined with the items identified by the statewide facility assessment, the FCI of the facility rises to 90% or more.

Interior & Safety / Security:

Security Issues: The current layout of the middle school/ high school does not provide a safe or secure educational environment for the students. There are multiple buildings on the site and multiple unmonitored access points on every side of the main building. 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.

Lines of Site: There are numerous areas around the facilities where there are no clear lines of sight to monitor traffic and pedestrian flow, or to see who is coming into the facility until they are through the front doors. Local law enforcement says the single most important security measure action of the district is to re-build the middle and high school. Access points as well as line of sight for responding to threats is an irreversible challenge without reconstruction.

Asbestos: There is non-friable asbestos present in most of the main facility (throughout the MS & HS – not in the media center and band room) in the mastic under the VCT tile and carpet. There is also friable asbestos on the pipe insulation that has tested above the allowable limit which is located behind the walls in the MS boys and girls locker rooms.

Interior flooring: Flooring is in immediate need of replacement. The original flooring is well beyond its useful life as the mastic used to glue the flooring contains asbestos. The carpet is torn and frayed in multiple areas as well. The middle school gym floor is showing signs of buckling in spots and is well beyond its useful life.

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 middle school gym. The original wood bleachers are not ADA accessible either. The buildings do not have a fire sprinkler system and do not meet current code requirements.

Emergency backup systems: This 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: The casework in each facility 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 the maintenance staff is having to constantly repair them.

Domestic water distribution: The copper piping is original and failing. The pipes have been repaired 10 times over the last 4 years, including a portion of the 4-inch main line coming into the building. Some of these lines are encased behind cinderblock walls, which requires destructive demolition just to access. The entire system needs to be replaced.

Sanitary waste: The 54-year-old waste lines are made of galvanized steel and cast iron and are corroded and failing. The internal lines feed into the original 54-year-old clay piping gravity fed system that runs roughly 300 feet uphill (underground)

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from the east side of the building to the far west side of the parking lot. In January 2018 the district almost had to shut down the school due to a major back-up they could not unclog. After scoping the line, it was determined there were tree roots growing through the clay piping in multiple areas and that the piping is damaged and in need of immediate replacement.

Electrical distribution system: The electrical service and main electrical panels are original, undersized and past their functional life. Classrooms do not have enough receptacles to meet the educational needs for the students. Since the electrical panel is maxed out, the district must take power from one area to provide it to another area if needed.

HVAC: Ventilation ducts run underneath the foundation at the middle school. The passageways are in constant need of repairs but are difficult to access. As water gets into the ducts, it becomes stagnant and the smell is detrimental to the indoor air quality. The HVAC systems at the high school and middle school gym are also inadequate, showing signs of deterioration and age. The pneumatic controls are the original 1964 controls and the plastic tubing is constantly clogging and cracking. The district is having to constantly repair the system, but it still does not work as intended.

Plumbing: The plumbing fixtures are all original and highly inefficient. The pipes present continuous challenges. The main supply lines are wearing through. The supply line piping is undersized and needs to be replaced throughout. The waste lines are worn with multiple holes throughout the system. Urinal waste lines inside the walls have cracked and have leaked onto the floors leaching out into the bathrooms.

Replacing piping requires removing the fixture; demolishing a portion of the wall, fixing the piping, rebuilding walls, then placing the fixture back onto the walls.

Intercom/telephone/clock system: All of these systems are beyond their useful life. The intercom system does not function in some areas of the building creating a safety issue during lockout/lockdown drills. There was a recent incident during a lockdown drill that the students who were at lunch in the cafeteria did not hear the announcement and did not follow proper protocols while the rest of the school was in lockdown. The clock system has not been functional for years and is obsolete. The district had to abandon the system and currently uses standard atomic clocks in the classrooms.

Interior doors: The interior doors are original, with non-ADA hardware. Some are damaged, and most are beyond their useful life.

Ceiling finishes & structure: Numerous leaks are observed across the facility in the ceiling finishes. These leaks have damaged the ceiling structure throughout requiring substantial repairs or replacement.

Exterior:

The exterior envelope of both the middle school and high school structures is in very poor condition due to age, continual water infiltration, detail failure, negative site drainage contributing to foundation settling is of utmost concern. The +50-year-old structures have fulfilled their useful lives and are in critical need of replacement.

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 54-year-old expired roof. The roof structure underneath the roof has suffered damage and is also failing in multiple expansive locations. The fibrous tectum decking has visible areas of failure, water infiltration, and rot. The MS 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 vertically along the face of the exterior wall and structural foundation, aiding in water infiltration through the exterior walls and at the floor elevations. Additionally, the roof drainage issues are creating site erosion at the perimeter of the structures, resulting in foundation settling.

Exterior wall structure at High School and Middle School buildings: Exterior masonry failure caused by water migration, freeze-thaw cycling, weathering, continual sealant failure, and foundation settling issues have been documented through the years and are quickly escalating as the structures reach their useful lives. There is a wall next to the middle school gym that can be physically moved when it is pushed on with minimal force. The brick exterior walls on the high school structure are

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delaminating and failing at multiple locations. The exterior brick veneer at the BVHS section is in very poor condition. Bricks are significantly damaged and show signs of deep and repeated water intrusion. The integrity of the veneer system is key to maintaining the integrity of the structural back-up and protecting the framing behind the veneer and the foundations below. This, coupled with the flat or negative grading at the building perimeter, roof run-off draining directly off the roof edge onto the sidewalk and adjacent foundation perimeter, raise concerns for the long-term condition of the foundations and exterior wall structural back-up.

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.

Exterior doors: There are 44 original exterior doors on the building 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.

Site:

Roadways and Parking Lots: The parking lots and roadways around the facilities are beyond their useful life. There are major areas where the asphalt has eroded away and is non-existent. There is a section near the football field that is completely missing, with no drainage available. This area is used for overflow parking and due to water ponding and icing, creates major safety 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, in and around the campus facility, that students and community are forced to walk to their cars in the dark. The lack of site lighting and visibility creates an unsafe environment for students and the community.

Sidewalks and walkways: There are many areas around the building where the concrete path has shifted due to improper site drainage, causing major trip hazards and accessibility issues. Because of the open style campus, students must constantly travel outside to get to their classes and the condition of the exterior walks are of critical nature.

Running track and field: The running track has drainage issues due to the nature of the cinder track material. Students are frequently unable to utilize the track because of the associated ponding created by the track sheet drainage issues and basic material type. In addition to the water issues, there are also prairie dog holes around the outside of the track and on the field. The running track is uncertified and doesn't allow the school district to host conference or regional track meets. The football field, while undulating rather than true, is a well-maintained natural field.

Storm runoff: The MS/HS Campus area of Buena Vista does not allow for a structured storm sewer system, so the site must surface drain from the adjacent streets towards Cottonwood Creek to the North. Site settling due the age of the campus, and improper site design has created drainage issues across the entire site, including the track and field and parking lots. There are multiple expansive locations to the North of the school, between the industrial arts facility and track and field that are continually flooded, ponded, or iced over throughout the winter.

Industrial Arts Building: The industrial arts building is in fair condition and is structurally sound. Mechanical and electrical components of the building should be replaced as they have reached their useful life span. The roof membrane has reached its useful life and is recommended to be replaced, while the mechanical air-handling units and associated roof penetration repairs should be performed. The exterior unfinished western red cedar wood siding is in dire need of replacement as it is simply peeling away from the sub structure.

Programmatically and functionally this structure is a loved facility which was designed by the industrial arts staff and students. The program is a point of pride within the Buena Vista community and for this reason has been deemed a facility that will be retained within the planned campus improvements.

High School Gymnasium Building: The high school gymnasium complex is a large facility that is structurally sound but needs exterior envelope upgrades to bring the complex up to current required energy codes. This high school gym building is a pre-

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engineered metal building which over time has served the District well but is currently in dire need of upgrades. The exterior metal roof and vertical wall panels are experiencing water infiltration, air infiltration, and the entire envelope is minimally insulated. There are multiple failures at roof gutters, downspouts, and roof penetration flashing details.

On the positive side, the functional, programmatic, and historical aspects of the HS gym are a point of pride in the community and are key in the decision to retain this building on the current campus. Additionally, recent upgrades to the mechanical boilers, air-handling units, and HVAC control systems have contributed to this building's value to retain as part of the planned campus improvements.

Proposed Solution to Address the Deficiencies Stated Above:

The district and board of education have been working diligently since last year's non-award from B.E.S.T. to develop a project that would be both supported by the Buena Vista community and reflect the feedback received from the B.E.S.T. Board. The project being presented accomplishes both.

Key changes from last year's B.E.S.T. grant submittal:

- 1) The overall size has been reduced from 147,454 gsf to 134,128 gsf.
- 2) The plan for three new gym spaces from last years' submission has been modified to be a renovation of the existing high school gym and a new appropriately sized middle school gym.
- 3) The previously submitted stand-alone auditorium has been removed from the plan and a new flexible commons/performance area has been planned. This change, from the stand-alone auditorium to a flexible commons/performance area results in a higher program utilization and more efficient use of space along with an overall reduction of 7,550 sq. ft.
- 4) Questions about the structural integrity of the existing facility have also been addressed in the previous section, completed through a structural engineering analysis and detailed report.
- 5) Lastly, the proposed project has been enthusiastically supported by the Buena Vista community. The community support was reflected with the passage of a 2017 bond to provide the necessary match for this proposed plan.

Buena Vista School District's completed master plan was the result of over two years of planning and evaluation. The community has been extensively involved in the planning process and has reviewed over a dozen different conceptual design options and the district has held numerous community meetings to arrive at the proposed campus improvement plan. This plan will allow the school district to address all its middle school and high school facility needs, on the current campus site, while not disrupting or displacing students on campus. The proposed plan will demolish and re-build all current outdated facilities except for the existing high school gym and the industrial arts building. The existing high school gym and industrial arts buildings will receive varying degrees of renovation, and the remaining facilities will be demolished in phases to make way for the new MS/HS educational facility. Additionally, in the prior years' submission, there were plans to create all new exterior athletic facilities. With the current plan, the existing exterior athletics facilities will not be part of this project except for the track surface, which could receive much needed improvements if funds allow.

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 the parking and student drop areas. The new classroom wings are strategically oriented along an east-west axis to maximize the solar aspects and natural daylighting opportunities of the site. The planned orientation allows for controllable southern and northern daylight into all classroom and laboratory spaces, providing a well-lit and comfortable learning environment for its students and educators. Visual connections to the natural surroundings are abundant in this plan which allows for visual connections to the Arkansas River Valley and Collegiate Mountain Range to the west.

The two-story academic wing will support 33 classroom and science laboratory spaces, arranged in small-learning communities. The small-learning communities will support the ideals of the district and provide inclusion of all students and staff. Immediately adjacent to the two-story academic wing is planned a one-story specialty instructional wing. The specialty instructional wing will offer students hands-on STEM and Technology Lab space, 2D and 3D Art labs, Instrumental and Vocal Music Studios, and a Life Skills and Culinary Arts lab.

The Industrial Arts programs of woods, metals, and the design lab will remain in its current location with plans for a light renovation and upgrades to the mechanical and HVAC systems. The existing Industrial Arts program and physical building

BEST FY2018-19 GRANT APPLICATION SUMMARIES

structure are deeply loved by the students and the community. The existing building was a result of planning and design work by the students and staff and the functional layout offers spatial qualities that are at the core of 21st Century Learning; hands-on, experiential, collaborative educational environments.

The core programs and shared amenities of the Main Administration, the Information Commons/Media Center, and Flexible Student Commons are arranged to create the “heart” of the facility and are central to the facility for ease of access, interaction, and usability.

To the south, and adjacent to the existing track and field program, is a planned new middle school gymnasium and locker rooms. This new addition will pair with the renovated High School gymnasium complex and will connect the entire school building as one structure. The arrangement of athletic programs, new and renovated, is ideal as it offers adjacency to the outdoor field programs, it offers greater security and safety as it connects the entire school together as one, and it allows for the athletic portions of the campus to be zoned for night time and weekend activities in the middle and high school gymnasiums. 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 re-imagined MS-HS campus plan offers a highly flexible and collaborative 21st century learning environment that is, and has been, desperately needed in the Buena Vista School District for years.

Through its blend of new and reused facilities, the new campus plan pairs the much-needed New learning environments with key renovated and re-utilized facilities that are dearly loved by the Buena Vista community, staff and students. This campus plan is a vision that is rooted in listening to, and adapting to feedback from Community, Students, School District, B.E.S.T. and the Colorado Department of Education.

How Urgent is this Project?

The needs of our MS/HS facility are urgent. This is supported by the CDE assessment overall FCI, the structural engineering report prepared for the school district, the facilities master plan, and the number of systems which are currently expired or set to expire within the next few years. The community recognized this need and passed a bond in 2017 to provide the matching funds needed to alleviate the facility concerns at the schools.

The high school roof needs to be replaced. Over the years, maintenance and repair has been on-going to the roof. With snow storms, maintenance staff spend hours on the roof to shovel snow off the roof to reduce leaking and ice buildup. 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 or 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.

There is an exterior structural wall that has deteriorated such that it can be moved. It is fastened and students are safe; however, it will need to be replaced in order to prevent it from falling over. Many other walls are delaminating making them potentially unsafe.

The open campus has many access points with no lines of sight. If the district does not receive the grant to build a new school, the campus would remain unsecured. Adding on to the existing buildings and only addressing the outdated mechanical systems is not wise or fiscally responsible because it would not address the security issues.

The HVAC needs replacing throughout both schools. The stagnant air and poor ventilation are not supportive of a quality learning environment for students. The HVAC system currently requires at least weekly manual mitigation by maintenance staff to keep radon levels at acceptable levels. Students need improved air quality for equitable access to learning.

Asbestos - Removal has been completed as much as possible without major renovation. However, Asbestos still exists throughout both schools. It is expensive to remove Asbestos. Without the grant to rebuild, mitigation is a very challenging scenario to remove all Asbestos in a safe and timely manner.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Plumbing is another immediate issue. Corrosion of pipes is progressing throughout the building. Leaks are repaired immediately as they are discovered, but to repair large portions of the system would require large renovations or remodels.

Electrical capacity is maxed out in most areas. Specifically, in the kitchen, equipment cannot be plugged in at once, and in the middle school gym where the electrical closet is exposed and at capacity. Breakers are constantly tripping and needing to be reset.

As stated, 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, and the list goes 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 the Buena Vista 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:

Buena Vista School District will comply with the Public School Facility Construction Guidelines established by the Capital Construction Assistance Board.

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

The district currently budgets \$100,000 per year towards their capital maintenance needs. In addition to the \$100,000 per year, the district's capital reserve fund had \$263,506 restricted for capital projects for FY2017. For FY2017, the district's general assigned for capital needs reserve fund also increased by \$184,876 for capital needs, for a grand total of \$448,382 allocated toward maintaining the capital needs of their buildings. The District will continue to assign a minimum of \$100 per student, per year into the capital fund to meet the future needs of the District.

The district understands how important preventative maintenance is, as well as maximizing the life span of capital assets. For the new facility, the district will create a new preventative maintenance plan that is customized to the new facility. The district will continue to use the detailed maintenance plan they currently have in place which includes: daily, weekly, monthly, 3 and 6 months, and annual inspections / maintenance items. Maintenance staff will receive all required training needed to properly maintain all the new equipment that will be installed in the new facility, so we can ensure long-term maintenance plans and schedules are met.

Based on the many systems that are in the current building that are beyond their useful life; it is safe to say the district has done a superb job of extending the life of all systems to the best of their ability. The district's current administration and board of education understand how important it is to plan for the future as well. The board of education and the superintendent are adamant about preserving the life of a new facility, their taxpayer's dollars and the investment made by the State for this 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:

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 54 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 required at that time.

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 that time.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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 that 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 and is utilized for itinerant special services.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The middle school and high school have seen numerous capital improvements over the last 54 years. Some of these include: adding the high school gym and industrial arts buildings, an addition of the media center that connects both buildings. Minor renovations have taken place as well, but there is not much more we can do without completely renovating and stripping the inside down to the bare bones or build a new building. A major renovation would not make financial sense at this point. The district has been in the planning phase for a new facility that began in 2014, since it has been determined that we need to build new.

More specifically, over the last three years, the district has tried to use funds only if absolutely needed at the middle school and high school. The primary reason for this is we have been in full planning mode to fund an entirely new facility. District funds have gone into master planning, engineering reports and resources have been spent on two bond initiatives. With that said, we have still had to invest in our campus in order to keep it functional for educational purposes. The capital projects total just over \$114K and include classroom renovations, high school bleacher repair, some new doors at the high school, parking lot curb and gutter improvements and a small air conditioning system for the high school computer room.

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

We completed a comprehensive master plan that included numerous community meetings, which ultimately led to the passage of a 2017 bond in the amount of \$29.5 million for this proposed project.

On February 22nd, we received notification of a \$350,000 GoCo grant to match costs for our high school baseball field expenses. We also received over \$250,000 in material and labor donations from the community to build a new baseball field, so it was not part of this new facility project.

We also have two community members who are planning a campaign to solicit donations for the football field, wrestling room, and Industrial Arts upgrades.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The district budgets, at a minimum \$100,000 per year towards their facility's capital outlay. In addition to the \$100,000 (just over \$100 per pupil), the district had \$263,506 in their capital reserve fund. For the prior fiscal year, the district budgeted just under \$400 per FTE. For FY2017, the district is increasing its capital reserve fund to \$448,382. This combined with the additional \$100,000 equates to just over \$580 per FTE available to address their facility's capital outlay.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

We are anticipating cost savings in most of these areas but are currently unable to calculate how much of a reduction is expected since we have not designed the new facility. We will be incorporating high performing and sustainable design features throughout the new building project. With this, we will see savings in current repair costs (material and labor) for water and ice removal on roofs, water damage from leaking, and plumbing repairs. Currently we spend an estimated 48 hours per season on the high school roof to remove ice to prevent leakage. Roof repairs each summer total roughly 160 hours. Gutter repairs each season are around 32 hours. All of this comes to thousands in savings for labor and materials for our maintenance and operation budget.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Current Grant Request:	\$21,362,125.68	CDE Minimum Match %:	58
Current Applicant Match:	\$29,500,078.32	Actual Match % Provided:	58
Current Project Request:	\$50,862,204.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	2017 Bond and General Funds
Future Grant Requests:	\$0.00	Escalation %:	4.78
Total of All Phases:	\$50,862,204.00	Construction Contingency %:	5
Affected Sq Ft:	134,128	Owner Contingency %:	5.72
Affected Pupils:	543	Historical Register?	No
Cost Per Sq Ft:	\$379.21	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$47.07	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$332.14	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$93,668.88	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	247	If owned by a third party, explanation of ownership:	NA

Financial Data (School District Applicants)

District FTE Count:	941	Bonded Debt Approved:	\$33,960,011
Assessed Valuation:	\$192,900,510	Year(s) Bond Approved:	12,17
PPAV:	\$204,995	Bonded Debt Failed:	\$74,000,000
Unreserved Gen Fund 16-17:	\$1,394,249	Year(s) Bond Failed:	08,16
Median Household Income:	\$54,771	Outstanding Bonded Debt:	\$4,475,000
Free Reduced Lunch %:	33.67%	Total Bond Capacity:	\$38,580,102
Existing Bond Mill Levy:	1.636	Bond Capacity Remaining:	\$34,105,102
3yr Avg OMFAC/Pupil:	\$1,429.51		

State Representative
JAMES D. WILSON
Colorado State Capitol
200 East Colfax Avenue, Room 307
Denver, Colorado 80203
Office: 303-866-2747
Email: james.wilson.house@state.co.us



Member:
Education Committee
Local Government Committee

COLORADO
HOUSE OF REPRESENTATIVES
STATE CAPITOL
DENVER
80203

February 15, 2018

Dear BEST Grant Selection Committee Members,

I am writing on behalf of the Buena Vista School District to support their application for a BEST Grant. I am familiar with the BV District. They are one of two school districts in Chaffee County – Salida being the other district. I was superintendent of the Salida District, I live in Chaffee County and I represent Chaffee County in HD 60.

The BVSD is in dire need of addressing facility issues. Their HS/MS facility has serious health and safety challenges. Securing adequate funding for capital construction in rural parts of the state is a huge challenge. The Buena Vista community rose to the challenge last November and passed a bond issue. Unfortunately, in order to build an adequate facility to meet their needs, more capital revenue is needed. Thus, the application for a BEST Grant.

BVSD is one of those rural districts that need adequate facilities to educate students for an ever-changing world. The students in Buena Vista deserve up-to-date technology, a safe and healthy learning environment and the opportunity for an education that is second to none. Please give the BVSD's application your utmost consideration

Sincerely,

Representative James D. (Jim) Wilson



TOWN OF BUENA VISTA
 P.O. Box 2002
 Buena Vista, CO 81211
 Phone: (719) 395-8643
 Fax: (719) 395-8644



February 28, 2018

Dear BEST Grant Selection Committee Members,

The Town of Buena Vista would like to express its support for the Buena Vista School District's BEST grant application. The Buena Vista School District is in dire need of addressing the health and safety issues of our existing middle school and high school. As you are aware, the Buena Vista community rose to the challenge last November and passed a bond issue to help build a new middle school and high school. This successful bond issue was the result of a thorough process where the district fully engaged the community to build the new school proposal. A good process is a must for a project of this scope and the School District delivered. The community responded and clearly stated with their votes that the full scope of this project is a high priority.

With the passing of the bond issue, the School District has taken a big step forward towards addressing the facility needs, but unfortunately, in order to build adequate facilities to meet their needs, more capital funding is needed. Funding from the BEST Grant is extremely important to achieve the desired outcome of this project.

The Town believes that the BEST grant for Buena Vista would be an excellent investment by the State of Colorado in our schools. The Town of Buena Vista asks that you please consider the BEST award for our school district, as it is a needed component to improve the educational system in our town and support it for the long-term future. The return on your investment is immeasurable.

Sincerely,

Joel Benson
 Mayor, Buena Vista, CO

Surround Yourself with What Matters

Lisa Yates

Superintendent of Schools

Re: Letter of support for Buena Vista R-31 - New MS/HS Campus - BVHS/McGinnis MS Best Grant Application

Dear Superintendent,

The Buena Vista Main Street Board of Directors is in support of the Best Grant Application. We are committed to the education, safety and welfare of our community's children and the receipt of a Best Grant is vital for our communities children.

The current condition of our existing school is unsafe, does not meet life safety and building code requirements, has failing roofing, structural, mechanical, electrical and plumbing systems.

Some of the most notable problems are:

- o Inadequate building security and access control
- o Lack of fire sprinklers
- o Presence of asbestos and radon gas
- o Failed roofing and associated decking
- o Lack of ADA access and hardware
- o Failed plumbing and mechanical systems
- o Undersized cafeteria where students have to stand to eat

In the most recent election our community supported and passed a record property tax increase of over 20% to make this project possible.

We have the urgent need for a new school and the community support. We only need one last component to make this all possible, a Best Grant.

John O'Brien

Buena Vista Main Street

To: BEST Committee
Re: Grant to Buena Vista School District R-V Building Project

Dear Members of the BEST Program,

For thirty years I have been a citizen of Buena Vista, Colorado. I am now ninety years old and waiting for the last item on my bucket list. That is to see an auditorium built for the talented staff and students in this school. However, the entire building project is needed and worthy of your consideration and help.

I attend every drama, vocal and instrumental performance possible because they are top notch. Believe me, it is no fun sitting on bleachers or metal folding chairs.

Sincerely,



Jean Buster
826 South Gunnison
Buena Vista, CO 81211-1174

Phone (719) 395-2885
jjean@bresnan.net



January 27, 2018

TO WHOM IT MAY CONCERN:

The Buena Vista Event Cooperative is happy to write this letter of support for the Buena Vista School District in their effort to secure a BEST grant. As you may be aware, the district attempted to pass a bond issue, failed, and tried again. This time the bond issue passed. What made the difference the second time around?

The Buena Vista School District went back to the community to ask for input in generating a new proposal. Surveys were done, meetings were held, and citizens' organizations such as ours were included in the discussion. The district listened. They tailored the bond request to include the needs of the community as well as the needs of the student population.

The patrons of our school district asked that a bond election be attempted first, and that the BEST grant be applied for later. This is the strategy that the district followed. Evidence that the district heard the patrons' suggestions is that the first bond issue was overwhelmingly defeated, and the second one passed by a 2-to-1 margin.

Ours is not a rich district. The people in Northern Chaffee County are hard working individuals who believe in the value of a good education. This is why they support their schools so ardently.

We have great schools. BVEC knows this because we have been in the high school, middle school, and elementary school doing re-enactments, planning town dinners, and performing puppet shows. We find the students actively engaged in classes, teachers and administrators who interact directly with their students, and staff who are attentive to the needs of students of various levels of need.

Finally, we feel that the BEST grant for Buena Vista would be an excellent investment by the State of Colorado in our schools. BVEC asks that you please consider the BEST award for our school district, as it is a needed component to improve the educational system in our town and support it for the long-term future. The return on your investment is immeasurable.

Sincerely,



Tom Rollings
Chairman, BVEC



February 20, 2018

BEST Advisory Board

Re: Buena Vista R-31 BEST application

To Whom It May Concern:

As a community member, parent, residential property owner, and business owner, I am writing in support of the Buena Vista School District and their application for the BEST Grant. I believe as a community, one of our most important duties is to support and provide for our children.

This past November, our community strongly supported a bond issue to pay for the improvement of the middle and high schools. For a small town like Buena Vista, the schools are the heart of the community. During a previous cycle, the community expressed concerns about the approach and cost of the project. The school district listened to the community and presented a proposal that the community was able to get behind. Buena Vista is now excited to be able to improve the facilities for our current and future students.

Thank you for your consideration of Buena Vista's application for the BEST grant. If BV is awarded the grant, we as a community will be able to further improve the facilities for our students and staff. We look forward to providing a safe, secure, healthy environment for our kids.

Sincerely,

Matthew L. Scott, OD

421 Hwy 24 S
PO Box 3179
Buena Vista, CO 81211
719-581-4060

www.cpeakseye.com
healthyeyes@cpeakseye.com
facebook.com/cpeakseye



February 26, 2018

Colorado Department of Education
BEST Grant Program Board
1580 Logan St. Suite 310
Denver CO 80203

Dear Best Grant Board,

I am writing in support of the Buena Vista School Districts application for a BEST Grant Award to match the funding recently approved by the voters. We are the Chaffee County Economic Development Corporation (CCEDC) representing business and government within the County. Our mission is to assure that Chaffee County is Open for Business, and promote the retention, creation, and expansion of jobs.

We believe that good schools and education are fundamental to economic development and a key part of the "ecosystem". During the recession, we believe that construction of good quality schools support and facilitate attraction of families with children, a competitive workforce, and quality growth and economic development, especially in rural areas. Replacement of outdated school infrastructure which is critical to students receiving a 21st Century education to effectively compete in the global economy.

We consider the Buena Vista School District a key strategic partner want to be on record regarding the support for this grant application. Our organizations have partnered in the recent past to address affordable housing and a new baseball field as part of a multipurpose sports complex. We ask that you favorably consider the award to the District in order that the needs of the community can be met more effectively. Our children are our future and having adequate, safe, and modern school infrastructure is necessary to prepare them to be the leaders of the future. Please feel free to let us know if any additional information is needed.

Sincerely yours,

Jeff Post, Chair
Chaffee County Economic Development Corporation

Cc: Board of Directors, Chaffee County Economic Development Corporation
Wendell Pryor, Director, Chaffee County Economic Development Corporation

339 East Highway 50, Suite 103 • P.O. Box 1011
Salida, CO 81201

719.239.2018 P
719.207.0801 C
719.239.2019 F
info@chaffeeconomicdevelopment.com E
www.chaffeeeconomicdevelopment.com W

February 27, 2018

Dear BEST Board:

I'm writing as a citizen of Buena Vista to express my appreciation for your consideration of awarding a Best Grant to the Buena Vista school system. Our schools do a great job, in my opinion, with what they have to work with. Their current buildings were adequate when I was young (I'm 61 now) but they are woefully inadequate to deliver a quality education to our kids at this point.

I am very much in favor of building sound structures, including infrastructure to accommodate the needs of our students for computer connectivity and power, and anything else needed by the teachers and students to make their education efforts successful. I voted to have my taxes raised to support the proposed new structure(s) and I hope you'll honor us with a Best Grant.

Thank you again.

Rebecca Arthur
Vice President
Sr. Operations Officer
Collegiate Peaks Bank
Division of Glacier Bank
(719) 395-5217
Becky.Arthur@CollegiatePeaksBank.com

To Whom It May Concern,

My name is Anna, and I moved to Buena Vista about 5 years ago. My husband and I got married summer of 2016 and decided that BV is exactly the place we want to live and to raise a family. We officially "bought in" to the community this past summer by buying a house in town.

Thought we don't have school age children (or children at all), we fully intend to send our future children to the public schools in BV. From spending time at sporting games or in the school, we have seen the need for updates to the middle and high schools (the elementary school was recently updated). We would love to see the facilities up to par so that the infrastructure is not a distraction to teachers and students alike. We have an excellent school staff here in Buena Vista that goes above and beyond, but facilities should never hinder education - which seems like it is currently the case.

We are a small town that voted in making changes to the schools; however, the Best Grant would enable our town to make more drastic updates. My husband and I would love to Buena Vista win the Best Grant not only because it is needed for current students and faculty, but for the future students and faculty.

Thanks for your consideration,

Anna (and Devin) Toll

Lisa Yates

From: Heidi Colley <hjcolley@gmail.com>
Sent: Wednesday, February 14, 2018 3:05 PM
To: Lisa Yates
Subject: best grant

Hi,

I am the mother of 2 daughters in middles school. We commute from Leadville for them to come to school. We are in high hopes that BV can get the BEST grant it so greatly needs!! Leadville schools were able to get this grant and we have heard and seen so much positive results from it at the Leadville schools. Increased amount of high tech items for each student to have access to and more up to date tech items for students to keep up the latest and greatest advancements out there. Also, room Leadville needed more room and clearly BV needs room from gym space that is way over loaded to more updated technology as well.

Please, allow BV to get this grant they so greatly need.

Thank you,

unsigned

GREAT FUTURES START HERE.



**BOYS & GIRLS CLUBS
OF CHAFFEE COUNTY**

Boys & Girls Clubs
Of Chaffee County
Salida Branch
P.O. Box 1430
Salida, CO 81201
Tel 719-539-9500
Fax 719-539-9600
Site 719-221-2095

Boys & Girls Clubs of
Buena Vista Branch
P.O. Box 5148
Buena Vista, CO 81211
Tel 719-395-7014
Fax 719-395-9600
Site 719-221-2095

February 28, 2018

Re: Buena Vista School District

To Whom It May Concern:

I write today to express my enthusiastic support for the Buena Vista School District. Since 2006 Boys and Girls Clubs of Chaffee County has partnered with the district to enhance the after-school and summer experiences for all school-age children.

As an on-site partner I've witnessed first-hand the district's commitment to safety and community engagement. The need for modern facilities respects students and families present and future needs. The Buena Vista administrative and teacher leadership has consistently shown they believe in and support the needs of their students. Educator support in Buena Vista has always meant preparing students who can think critically, giving young people the best chance to become productive, responsible citizens.

Boys and Girls Clubs of Chaffee County is fortunate to play a major role in supporting the Buena Vista School District. My staff, board of directors, parents, and community volunteers are excited to endorse the facility enhancement initiatives proposed by the district. We believe in their need and know they will ultimately result in making Buena Vista a stronger community for the next hundred years.

Sincerely,

Brian Beaulieu
Executive Director
Boys & Girls Clubs of Chaffee County
719-539-9500
director@bgcchaffee.org
www.bgcchaffee.org



Columbine Gem & Mineral Society
Attn: Jenna Klugh-Davis
Marketing Specialist / Club Secretary
PO Box 4833, Buena Vista, CO 81211
Phone: 719.966.9632
Email: jenna.klugh@gmail.com
Web: www.rockaholics.org

February 19, 2018

To the BEST Board:

As members of the District Accountability Committee for the Buena Vista Schools, we would like to express our full-hearted support for the BEST grant. This school district is amazing! The staff, students, and community are completely supportive of the building project for our middle and high school.

Having new classrooms that are built for the 21st century will be a key element. We are looking forward to a higher level of connectivity and better equipped learning spaces. In addition, there is a huge need for areas where all students can congregate; at this time there is not enough space for everyone to have a seat at lunch. The kitchen equipment is woefully inadequate, and there are unsafe electrical and plumbing systems throughout the present building.

Our hope is to have a multi-purpose room that includes a performance space, common area, eating area and seating that can be pulled out for performances. This space has the potential to be a gathering place for the whole community of Buena Vista: performing arts, forums, and many more opportunities.

We believe the district listened to the community over multiple meetings and has come up with a fiscally responsible project that maximizes the dollars and meets the needs of the students and community. Our current school is not secure having an open campus. We as the DAC are tasked with overseeing the district priorities which includes providing safe and secure schools and we agonize over not being able to provide this for our students.

We look forward to your positive response to our application and we welcome you to our district to see the conditions in need of support. Thank you for your strong consideration of matching our community's support of this project.

Sincerely,

District Accountability Committee (DAC)

DeDe Williams, Chair

February 5, 2018

RE: Buena Vista School District R-31 BEST GRANT APPLICATION

To Whom It May Concern -

As marketing specialist and secretary of the Columbine Gem & Mineral Society Club ("CG&MS"), small business owner of a local recruiting firm, Davis Talent, part-time school bus driver for the Buena Vista School District, and parent of pre-school and elementary school aged children, I am writing this letter in support of the Buena Vista School District R-31's Application for the Best Grant.

I was born and raised in Buena Vista, CO. I graduated from the Buena Vista High School. I received my bachelor's degree from the University of Colorado. I've lived in Portland, OR and Phoenix, AZ after college, and neither of those places have the sense of community that Buena Vista has. I chose to bring my family back to Buena Vista, CO, because it's an amazing place to grow up. My two small children, Declan - 3 and Alexis - 8, deserve the opportunity to grow up in this wonderful town with an amazing school to attend.

I attended the same middle school and high school buildings that my parents attended in the 60s and 70s. They were wonderful buildings then, but have slowly deteriorated. These buildings have become highly inadequate for the safety and wellness of our children. I do not think it's appropriate for my children to attend school in the same building that their grandparents attended. Safety is paramount in today's society - I would like for my children to attend school with all the current safety features on the market. I would love for my children to be able to play sports in a new sports complex with features already available at other schools.

It is with my story and other stories like ours that the CG&MS, Davis Talent, and myself as a parent wholly support the Buena Vista School District R-31 BEST GRANT APPLICATION. I request your favorable review of the application, and grant the school district with the amount they are requesting.

Thank you for your consideration,

Jenna Klugh-Davis
Columbine Gem & Mineral Society
Marketing Specialist / Club Secretary

From: Diana Pfeifer
To: Lisa Yates
Subject: Best grant support letter
Date: Monday, February 19, 2018 9:55:11 PM

To Whom it May Concern,

As residents of Buena Vista we are saddened at the quality of facilities currently available to the secondary students at McGinnis Middle School and Buena Vista High School. The facilities are in disrepair, and our children are exposed to unknown amounts of toxins on a daily basis. Our facility is not secure and definitely not safe for our students in this day of school shootings. The facilities do not represent the wonderful people who work hard to make this school district a place for students to reach the peak of their success. In support of the BEST grant, we hope to make the buildings last for many future generations. This grant would truly allow future generations to thrive.

Thank you for considering Buena Vista as a recipient of the BEST grant.

Sincerely,

Diana Pfeifer

Original Werks
Attn: Lincoln Davis
Owner / Artist
PO Box 4833, Buena Vista, CO 81211
Phone: 719.966.9874
Email: originalwerks@yahoo.com
Web: www.owlwerks.com

February 6, 2018

RE: Buena Vista School District R-31 BEST GRANT APPLICATION

To Whom it May Concern -

As a small business owner of an art studio, Original Werks, full time welding teacher for the Buena Vista Correctional Complex as part of the Department of Corrections for the State of Colorado, and parent of pre-school and elementary school aged children, I am writing this letter in support of the Buena Vista School District R-31's Application for the Best Grant.

I knew I wanted to move to Buena Vista, my wife's hometown, the first time I visited with her when we first started dating. I was drawn to the outdoors and the many summer and winter activities to do here. When we finally were able to move here with our family, I was amazed with the sense of community this town has. Unfortunately, the summer we moved here, tragedy struck this little town with the death of 5 members of a family in a horrible rock slide. 3 of them were school age children. It touched each of us deeply, because it could have been any one of us out playing in nature with our families. Our town moved quickly to comfort the surviving family members, arranging fundraisers, dinners, counseling for anyone who needed it. One year later, we came together again to break bread and remember the family we lost. We shut all of Main Street down with a giant dinner table. Thousands came. Now it's an annual tradition that continues to grow each year. Other towns have started doing this too as a way to bring their communities together as well.

The Buena Vista school system is amazing! I am so grateful to have my children in school here. Right now they are in pre-school and elementary school. However, the existing middle school and high school buildings have become highly inadequate for the safety and wellness of our children. These buildings have been band-aided and patched as long as they could. It's time to start over.

It is with my story and other stories like ours that my business Original Werks, and myself as a parent wholly support the Buena Vista School District R-31 BEST GRANT APPLICATION. I request your favorable review of the application, and grant the school district with the amount they are requesting.

Thank you for your consideration,



Lincoln Davis
Original Werks
Owner / Artist



Good morning,

I am writing in support of the Buena Vista, Colorado school district.

I am a pastor of a local church and have lived in this community for over nine years. I have raised my own son in this excellent school system, as well as nurtured and supported countless young people from our church and community in their education careers.

I strongly support the schools in my district and know they are doing an outstanding job with less-than-optimal facilities. But, the time is past for those facilities to be safe, high quality, and brought into the modern age. They are severely outdated and do not fulfill the basic needs for our students. Our school board and community have been working exceptionally hard these recent years to remedy this unacceptable situation, and they deserve and need additional funding assistance to support our young people and public education.

I long for the day when our kids can attend a school built for the modern age. The current safety issues alone are very serious, in the classrooms, and throughout the buildings.

Additionally, as a pastor and member of many choirs in the community and beyond, I know how important it is to have up-to-date facilities for kids to learn how to speak in public, to debate, and to perform in a space where they can be heard by the audience. This is especially important here, where many of our community members (many of whom come to see and hear our kids perform) are older and struggle to hear in the current gym.

Thank you for hearing my concerns and the needs and concerns of many in our community—all dedicated to the highest standards of safety, support and all aspects of education for our precious and deserving young people and staff.

Please consider this grant for the Buena Vista School District of the utmost importance at this time.

Thank you,
Rev. Rebecca Kemper Poos

Rev. Rebecca Kemper Poos
Pastor,
Congregational United Church of Christ
Mailing: POB 610, Buena Vista, CO 81211
Location: 217 Crossman Ave
719-395-2544 (ofc)
719-252-6890 (cell)
719-395-3789 (fax)

February 26, 2018

Division of Public School Capital Construction Assistance
1580 Logan Street – Suite 310
Denver, CO 80203

RE: BEST Grant Program Application – Buena Vista School District R-31

To whom it may concern:

Please accept this letter of support in your consideration of the BEST Grant Program application for Buena Vista School District R-31 for the 2018-2019 grant cycle.

By way of brief introduction, my name is Charlie Abel. I am a nearly life-long resident of Chaffee County and received all of my primary education from the educators at Buena Vista School District. I own and operate a CPA practice in Buena Vista and am a board director of the Chaffee County Economic Development Corporation as well as Sangre de Cristo Electric Association, our local electric cooperative. I served as a Buena Vista School District school board director from 2003 to 2007 and was board president from 2006 to 2007.

I believe an “education” is the foundation upon which any success is achieved and the cornerstone of a community’s identity is reliable, resilient and safe schools. This belief encompasses a balance of both intangible assets, such as teachers, support staff, and parents, just as much as it does tangible assets such as efficient and safe buildings and facilities. Our current facilities are falling in this equation for success. Recently, our community voted solidly in favor of improving significant portions of our aging educational infrastructure by passing a bond issue. That said, we will still be taking a hard look at balancing and prioritizing parts of this project.

The BEST grant would get us where we need to be: To construct efficient, safe and accommodating educational facilities that empower our teachers and staff who are passionate about providing the best possible education to our children. In closing, I am respectfully requesting your favorable consideration for the 2018-2019 Buena Vista School District R-31 BEST Grant application.

Sincerely,

Charles A. Abel, II

P O Box 3119 - BUENA VISTA, CO 81211 - 719.395.2449 - FAX 719.395.2236
846 N. 1ST STREET - MONTROSE, CO 81401 - 970.249.8555 - FAX 970.249.9555

Fading West Development
301 Main Street #200
Buena Vista, Colorado 81211

February 26, 2018

Colorado Department of Education
201 East Colfax Ave.
Denver, Colorado 80203

To whom it may concern:

I am writing today to express my strong support of the Buena Vista School District's application for Best Grant funding. Over the last several years, our community has struggled with funding a new school project. Buena Vista is a "workforce" community and does not have the resources of many resort communities in the Rockies. Lisa Yates and the current School Board have done an amazing job of engaging the entire community and listening to different perspectives and priorities. The plan they have developed for our new school incorporates these voices and is widely supported. Their success in getting voters to pass our school bond shows leadership in the community as well as a passion for providing our kids with a safe and productive learning environment. Not only does the community recognize the enormous need for a new facility, but we have outstanding teachers who are committed to being engaged in our student's lives in and out of the classroom.

We have leadership from Lisa Yates and the Board, we have commitment from our teachers, all we need now is the funding for our new school. I would ask you to help us create a place where our kids will learn and feel secure and award Buena Vista School District the highest level of Grant funding.

Regards,



Charlie Chupp
President

Fading West Development

February 23, 2018

Randy Crane
Box 3135
Buena Vista, CO 81211

Best Grant Board
Colorado Department of Education

Dear Best Grant Board,

I am writing in support of the pending school construction project in Buena Vista. I represent a family that has lived in Buena Vista area for three generations. Additionally, I operate a family owned business in Buena Vista that was operated in this community since 1948. I sit on a number of community boards, including the Chaffee County Economic Development Corporation, and I chaired the community effort 20 years ago to pass a bond issue to build our current elementary school.

Our schools are the life blood of our town. The current structures, that are in great need of replacement, were built approximately 50 years ago. The budget to build the schools at that time was very limited. The district built the best buildings they could afford at the time. They have served the community well, but have outlived their designed lifespans. The entire community has shown support for the building of a new complex by passing a bond issue. Because of our historic combination of a high school and middle school, the costs to build our complex to today's standards and safety needs are difficult for a small mountain community to afford.

The inclusion of a Best Grant to aid in the construction of our school complex is imperative if we are to be able to build something that will serve our community for future generations. So I am earnestly requesting that the Best Grant Committee give a favorable review of our school district's request to be awarded funds for our desperately needed building project. Rural school districts like ours are always lacking in funding. The addition of Best Grant funds would be the answer we need to complete our project and allow our school district to continue to provide an exceptional learning environment for the youth of our district.

Sincerely,

Randy A Crane

● Facilities Impacted by this Grant Application ●

KIT CARSON R-1 - New PK-12 School - Kit Carson ES/Jr/Sr HS - 1937

District:	Auditor - Kit Carson R-1
School Name:	Kit Carson ES/Jr/Sr HS
Gross Area (SF):	48,500
Number of Buildings:	3
Replacement Value:	\$11,800,958
Condition Budget:	\$6,565,935
Total FCI:	0.56
Adequacy Index:	0.29



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,704,913	\$1,413,848	0.83
Equipment and Furnishings	\$228,809	\$152,876	0.67
Exterior Enclosure	\$2,376,714	\$670,177	0.28
Fire Protection	\$2,239	\$500,363	223.43
Furnishings	\$531,201	\$612,114	1.15
HVAC System	\$746,200	\$961,615	1.29
Interior Construction and Conveyance	\$1,771,297	\$1,551,629	0.88
Plumbing System	\$790,282	\$704,055	0.89
Site	\$1,855,423	\$402,935	0.22
Structure	\$1,793,879	\$96,683	0.05
Overall - Total	\$11,800,958	\$7,066,295	0.60

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Applicant Name: KIT CARSON R-1

County: CHEYENNE

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 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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Kit Carson School District is located on the eastern plains of Colorado, approximately 150 miles southeast of Denver. The District covers an area of approximately 1,780 square miles, serving students from pre-kindergarten through 12th grade with a current enrollment of 126 PK-12 students. Classes are conducted in three buildings on one campus; a main classroom building and two separate Vocational Technology Buildings.

The school is considered the “heart” of the community, and frequently hosts alumni events, auctions and funerals. The community is very supportive of the school, and the District is known for academic and athletic achievement, traditional values, and a fully invested and passionate staff. Students graduate into many walks of life, from ranching and farming to business. Many leave to attend college and many return to Kit Carson due to strong ties to the community.

Kit Carson is fiscally conservative and values self sufficiency, resourcefulness, taking care of each other and making the most of available resources. These values impact how facilities have been cared for over the years. Previous investments have been efficient and mostly effective. However, limited funds and a conservative approach have led to investments focused on solving immediate issues as they arise.

The District is now confronted with multiple significant deficiencies and suitability issues. Systems are failing frequently and needing repeated repair. Because most building systems have far exceeded their anticipated service life, more urgent repairs are anticipated in the near future. There are very real health and safety concerns associated with these deficiencies. The District is doing all that it can with the existing school budget to maintain the buildings, but this annual maintenance cost is a burden. Deficiencies force the District to choose repairs and maintenance over teacher compensation and recruitment. It has become clear to the community and the District that, before continuing to invest limited available funds into stop gap fixes, it would be wise to step back and go through a more thoughtful, long-term planning discussion.

The District and several community members have been actively engaged in facilities planning since the Fall of 2016. A Facilities Master Planning Team was hired to help define a path forward. The process has been open and inclusive, with a core planning group (the Group) including multiple stakeholders who met multiple times from April to September of 2017. The process also included two open community meetings to discuss facilities concerns and options for moving forward. These meetings were well attended.

Through the planning process it became clear that major building systems; HVAC, plumbing, roofing, and electrical all need replacement. Lack of ventilation, moisture from multiple ongoing roof leaks, and backed up sanitary lines are creating very real health and safety concerns. In addition to major system issues, multiple safety and security issues were identified, related to building and campus configuration. It will not be possible to keep up with or ever correct all deficiencies and inadequacies with current available funds. Multiple options were considered in detail for resolving issues. After great discussion and community input, it was agreed that the right thing to do, for the future of Kit Carson, is to start fresh with a

BEST FY2018-19 GRANT APPLICATION SUMMARIES

new PK-12 facility. It is no longer wise to continue expending funds for partial fixes and stop gap repairs to a building that will remain deficient and inadequate.

This project will help ensure that Kit Carson School District can serve the next generation of students in a safe, healthy, 21st century learning environment. A bond election to raise capital funds will be required to make this level of investment, but with a tax capacity of approximately \$8.3 million, the District will not be able to resolve the facility needs without CCAB assistance.

Deficiencies Associated with this Project:

Deficiency Overview

The 2009 Parsons assessment calculated an FCI (Facility Condition Index) of 84.04. District Planning Consultants reviewed the report and were generally in agreement with the Parson's report with the following exceptions noted:

Main Building was built in 1954, not 1937

Main Building Windows have been replaced

Main Building Furnaces are newer than previous report indicated– (previous report indicated install date of 1937. Exact install date is unknown, it is estimated they were installed in the 1990's. They are residential style gas fired furnaces with a life expectancy of 15-20 years. Though they are newer than the Parsons report indicated, they remain deficient, as ventilation remains inadequate)

Gym Water Distribution doesn't need replacement

Gym Hot Water Heater doesn't need replacement

After adjusting for the exceptions noted above, the planning consultants calculated a new FCI of 79.46. The new 2017 Facilities Insights report was shared with the District in August after the planning process had concluded. A comparison was done between the 2009 and 2017 reports by the consultant team and a summary of primary differences between the two reports has been attached.

Primary Building System Deficiencies

Inadequate Ventilation - The heating system is newer than the initial CDE Parsons assessment indicated, however, the newer residential style gas fired furnaces do not provide sufficient outside air. When and why these types of furnaces were installed is unknown. Life expectancy of these furnaces is approximately 15-20 years. Ventilation is only provided when there is a call for heat. When not actively providing heat, the building relies on operable windows for fresh air. Several teachers have noted that they often get sick during the school year due to the lack of ventilation. An indoor air quality test has been conducted and results did not indicate mold. However, after repeated visits to the doctor, one teacher was asked to place a petri dish in her room and results came back positive for mold (type unknown) and the District has been maintaining an air purifier in the room since. The teacher has since left, citing health concerns as a primary reason.

Roof Leaks - Currently the District is facing frequent and significant roof leaks. These have been observed and reported in multiple locations. Interior finishes are frequently damaged including ceilings, wall finishes and an important athletic achievement display area. Several repairs have been made to the roof with insurance money, but leaks continue. The District AHERA report indicates that it is assumed all ceiling tile mastic contains asbestos. Damage to these ceilings creates a health concern as asbestos may be released into the environment.

Electrical system, wiring, and lighting - Many panels and circuits are original to the building and are undersized. The system will need to be upgraded to support a replaced HVAC system. There are collapsed conduits under the slab that render multiple outlets non repairable, and there are insufficient quantities of outlets in classrooms. The general lighting systems for the building have fluorescent lamp sources installed in various types of luminaires. The majority of the fluorescent lamp sources are T-8 electric type. Some of the areas still contain older magnetic ballasted T-12 types. Exit lighting is comprised of incandescent and non-powered exit signage. Emergency lighting consist of battery lighting units. Emergency lighting coverage appears to be inadequate. The light quality affects the students ability to see clearly and concentrate.

Sanitary Sewer System - The building experiences sanitary sewer system backups regularly. It appears that several lines are broken and or collapsed, and backups are a frequent problem. The District has attempted to scope the lines to find where problems are, but the lines have deteriorated to the point that the camera cannot get through and at one point returned back to itself. There are areas of the building where the system does not appear to be vented properly and sewer odors are a common occurrence. Re-routing or replacement of the existing sanitary sewer system is complex because it requires concrete slab saw cutting, trenching/excavation, existing pipe demolition, new pipe installation and connection to building drain with

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patch concrete work. Sanitary sewer lines are commonly run under walls, through corridors, and under high traffic areas making it difficult to keep spaces occupied while work is being completed. Often regional sanitary sewer system connection requires deep pipe installation and excavation and often carries significant collateral damage to existing interior finishes with it. Vitriified clay piping (VCP) was a common pipe product when the school was built and is highly prone to deterioration, and intrusion by tree roots.

Site Drainage – Ponding/ Mud/ Water Infiltration - The majority of the site is essentially unpaved and the finished floor level is right on grade. There is not positive drainage away from most of the building. Ponding and flooding occur during significant storm events, with water coming in under doors. This is a major concern at the gym and has caused damage to the wood, which has needed repair several times. It also has damaged floor tiles and trophy cases and repairs have been required several times. Efforts have been made to fix the drainage, but because the finished floor is low, it is difficult to create positive slope away from the building. In the winter the lack of positive drainage creates areas of ice on top of the gravel lot that is difficult to clear. Students walk across the lot daily to reach the VoAg building.

Primary Suitability Concerns

Building Security, Main Entrance, and Admin Spaces - The front office is not adjacent to the main entrance, creating difficulty monitoring who is entering the building. There is not a secure vestibule. There are also several exterior entrances into the school that are very difficult to monitor throughout the day. There are currently no security cameras. There is no line of site from the office to the main entrance or any of the additional buildings. The admin area is also undersized, consisting solely of two offices and a small reception space. It is missing several needed functions such as a nurse's area, an additional office, a conference room and storage. Staff and administration express concern that it is challenging to find a private space for sensitive conversations.

Classes are being taught in multiple buildings - Students traveling back and forth between buildings daily across a gravel parking lot creates a security concern and makes monitoring students challenging.

Many areas of the building and campus are not ADA accessible - The cafeteria, old gym, and weight room are not accessible, and there is not an accessible path to the Ag buildings. There is currently no location in the new gym for a person in a wheelchair to watch an event beyond sitting in the hall and watching through the door.

Several classrooms are undersized - (smaller than recommended by CDE guidelines - min CR size 675sf) Several classrooms require teachers to configure students in tight and efficient rows. The District's preferred educational model involves multiple teaching and learning styles and configurations beyond traditional lecture based instruction. The District encourages active, collaborative, and interactive curriculum and wants students up and active with pair/share, gallery walks, and different kinds of collaborative group work. Several current classrooms do not support this model of education. Smaller classrooms also cause storage issues as there is no room for casework or mobile storage cabinets. Current undersized rooms include:

3rd grade - 616sf

4th grade - 557sf

5th grade - 557sf

English - 504sf

Math - 319sf

Social Studies/ Econ. - 407sf

Art/ Science - 514sf

VoAg classroom - 538sf

Computer Lab - 512sf

Business - 616sf

Lack of a dedicated art room - The school currently provides art in a room that also serves as a science room. This room serves neither program well. Sharing creates challenges with materials and storage, with materials needing to be swapped out with each program change. It is also significantly undersized at 514sf.

Building needs updating for 21st century teaching and learning - The school is designed and laid out in a traditional double loaded corridor design. There is a lack of informal and flexible student learning areas, student common spaces, and the technology infrastructure needed to support today's more flexible, collaborative and technology-focused activities.

The issues and concerns facing Kit Carson School District are the result of the age of the facilities and the way the campus has grown over time. The cumulative effect of multiple interconnected major facilities issues presents a significant challenge to the District and its ability to provide an appropriate educational environment to its students.

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Proposed Solution to Address the Deficiencies Stated Above:

In December of 2016, the District hired an architecture and engineering firm to lead and document a facilities master planning process. The 2009 Parsons assessment report (updated in 2015) was used to inform planning discussion.

Engineers and architects walked the buildings, observed existing systems and conditions, and reviewed the CDE assessment for discrepancies. The planning consultants also reviewed the facilities for suitability concerns and gathered information from school staff about how the current building affects their work.

The District formed a Facilities Planning Committee (the Group) that consisted of community members and staff. Through a series of meetings, the deficiency and suitability information was shared with the planning committee, and the Group went through a process to discuss relevant information, define goals and priorities, consider potential facilities investments, and finally, make a recommendation to the Board.

The Group generated a list of planning criteria to inform their recommendation.

- Support safe, secure, and healthy environments for students and staff
- Be fiscally responsible and protect the District's long-term financial interests
- Support continued strong academic performance & extracurricular activities
- Support community use of facilities
- Base investments on projected stable student enrollment into the future
- Provide easily maintainable and operated facilities
- Avoid temporary or "band-aid" fixes
- Have Community input and support
- Maximize available outside funding sources
- Minimize disruption of school during implementation

The Group began discussing possible approaches and options for investment. The following high-level options were discussed, prior to developing specific projects or budgets to support them.

- Wait, Repair issues as possible
- Repair Primary Deficiencies (ventilation, sanitary system, roof, site drainage/ circulation)
- Repair All identified Needs (major remodel)
- Construct Addition to resolve major suitability issues / Repair Primary Deficiencies (addition to include Vo-Ag in main building and relocate office)
- Build New School

These criteria and options were shared at an open community meeting to gather feedback and hear concerns. After listening to the community, the Group compared the planning criteria to the options using an evaluation matrix.

The matrix was used as a discussion tool to help narrow down possible investments. Options 3 and 4 were discussed individually and in combination. The combined options, a major renovation and possible addition, scored high. The Group discussed the phasing and operational impacts this would have on the school. This approach would be less expensive, but with temporary facilities being required, and a longer phased construction process, savings would be minimal, and disruption to school operations would be very high. The Group also discussed how well a renovation and addition could solve facilities issues. Some of the deficiencies, such as the low finished floor elevation and the ADA ramping concerns would be difficult to solve through renovation. The Group agreed that a complete remodel approach would not be a wise investment. The Group agreed that the most viable and appropriate options were to either repair the primary deficiencies only, or to start from scratch and build a new school.

The option to repair the primary deficiencies, was further developed to inform a decision between that and building a new school. Cost was studied in greater detail along with a further exploration of what would be required to make those repairs.

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The following planning level opinions of probable cost were developed and shared with the Group to inform the decision making:

- 1 - Replace HVAC system (includes required elec. upgrades): \$4,999,453
- 2 - Replace Sanitary system: \$285,553
- 3 - New pitched standing seam metal roof on gyms and main building: \$2,197,903
- 3 (alt 1) - New EPDM membrane on main building (not pitched) = \$264,000
- 3 (alt 2) - New "built up" roof on main building (not pitched) = \$429,000
- 4 - Major Site improvements for drainage, safety, and function: \$2,157,899
- 4 (alt)- Simpler approach to solving site drainage = \$524,880
- 5 - Replace all the plumbing fixtures: = \$372,991

Depending on which options would be included, the cost of this approach would range from \$6.4 - \$10 million (total project cost). The Group agreed that this approach would resolve many of the health concerns related to ventilation and water infiltration as well as relieve the District of the ongoing maintenance and repair costs they are currently burdened with. However, this approach would not solve any of the safety and security concerns or suitability issues.

After deliberating between these two options, an initial recommendation was made by the Group to build a replacement PK-12 facility on the existing school site. Another well attended community meeting was held to share the information and initial thoughts. After gathering community input and much thoughtful conversation and deliberation, a final recommendation was made to the Kit Carson Board of Education to build a new replacement PK-12 school on the existing school property. The Board of Education voted to pursue a BEST grant to assist the District with this project.

Project Scope:

- Build a New PK-12 Facility, approximately 60,000sf
- Budget to assume a brick and block building with a pitched standing seam roof
- New pick-up and parent drop off area
- New bus loop / drop off area
- Relocation of Athletic fields to accommodate siting of newly constructed building
- Relocation of Track to accommodate siting of newly constructed building
- Relocation of existing Bus/ Maintenance building to accommodate siting of newly constructed building
- Relocation of existing park to accommodate siting of newly constructed building

Note: The District received the new 2017 CDE assessment after the planning process had run its course, therefor information from the latest CDE assessment was not included in planning conversations. However, a comparison of the two reports has been done by the planning team and is included in the Master Plan document.

How Urgent is this Project?

The Kit Carson School District Facilities have been in urgent need of repair for many years. Due to the vigilance of maintenance staff, the District has been able to preserve facilities far past their service life and postpone major reinvestment in the school. However, as more time goes by, deficiencies are increasing, repairs are becoming more frequent, and the risk of incident continues to rise.

In terms of timeframe before failure, deficiency concerns are here right now. Inadequate ventilation is a health concern everyday. Recurring roof leaks continue to damage interior finishes and equipment with every significant rain event and risk releasing asbestos into the environment. The District continues to live with and maintain broken and inadequate sewer lines and electrical systems.

The same immediate concern holds true for suitability issues. The District serves students in an unsecure campus. Students are walking back and forth between multiple buildings across a gravel parking lot everyday. The building does not have a secure main entry, there are multiple unsecured entrances into the school, and it is extremely difficult to monitor who comes

BEST FY2018-19 GRANT APPLICATION SUMMARIES

in and out of the building. Thankfully, there has not been a major security event to date. It is easy to assume that in a small town like this nothing is going to happen, but we see on the news multiple times a year, that tragedies do happen, even in quiet towns like Kit Carson.

If the project is not awarded, the next sewer backup or system break down could shut down school, or require us to hold classes elsewhere. Without this project, the District will continue to hope that no major security event takes place, and students will continue to attend a school where administration is forced to choose fixing and repairing facilities over teacher compensation and recruitment.

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 Kit Carson School District has maintained a maintenance budget of approximately \$130,000 per year, which amount constitutes approximately 7% of the general fund budget. The District currently employees 2 full time, one half time and one part time maintenance staff dedicated to maintenance, cleanliness, repairs, and minor construction both inside and outside the buildings. The District is budgeting for professional development training for our staff. We have been fortunate and have approx. \$650,000 in capital reserve for potential future issues. We are currently spending the majority of our maintenance budget on roofing, plumbing, heating, and electrical issues.

We plan to have a detailed preventative maintenance schedule in place, however current conditions make these tasks difficult, and will implement the preventative maintenance plan with the approval of a new facility. The plan includes: daily, weekly, monthly, 3 and 6 month, and annual inspection/maintenance/repair items. We will prepare and maintain an inventory of building components and their conditions so that we can better track needs and determine next steps, including costs, of equipment. We understand that organization and a carefully planned preventative blueprint will offer the best chance for maintaining and keeping ahead of long term problems. Training will be provided on all machines and equipment to assists with developing long term maintenance goals and budgets.

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:

Kit Carson School District owns and occupies three different academic buildings, all of which were built by the District, and as such were new and in good condition when purchased. The majority of the main building was constructed in 1954. The old gym built in 1937 is still in use, and the new gym, the science addition, and the Vo-Ag buildings were all built between 1981 and 1984. This project pertains to all of them.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Kit Carson has historically been fiscally conservative with facilities investments. District staff does an excellent job of maintaining the facilities with modest resources. In recent years it has become a challenge for the District to keep up with capital needs. Current deficiencies are in no way due to neglect or failure to properly maintain District buildings and equipment.

In November, 2015 a small \$150,000 mill-levy override was passed to update all outside windows, fix the plumbing in one of the restrooms, replace outdated water heaters, and eliminate the strong sanitary smell from the old gym. The override also included funds to update technology, including 1 to 1 computers for 3rd - 12th grade students. The District spent approx. \$200,000 more than the mill-levy override to make these basic but necessary improvements.

The District realizes that there are many more issues to be resolved. Following the 2015 improvements, a decision was made to step back and assess facilities as a whole prior to making further investment.

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

Generally, facilities deficiencies have far exceeded the existing school budget. The District has addressed facility needs as they occur. As described above, voters passed a small mill-levy override in 2015 to help pay for some needed repairs and

BEST FY2018-19 GRANT APPLICATION SUMMARIES

technology items. The school spends the annual maintenance budget on necessary repairs. The District has made insurance claims for various facility systems such as the roof, due to the frequent leaks. However, this has proven to become a “band-aid” mentality, repairs the insurance providers will fund never offer full resolution.

The District has pursued other grants, but it is clear that the BEST program offers the only major capital assistance grants. Recent grants the District has received include:

Colorado Health Foundation Grant \$70,000 for planning and diagnosing:

student health services

health education

physical education

nutritional services

counseling, psychological and social services

school environment

health promotion for staff

family and community involvement

Monsanto Grant \$20,000 for Math and Geometry supplies for K-12 education.

Daniels Fund Approx \$35,000 for updating outside playground area and bleachers.

GOCO funded the public park currently on the SW corner of school property.

SCAP (Student Centered Accountability Project) – school will get \$3,000 - \$5,000 a year for three years for travel and expenses for accountability work and accreditation.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

If we are awarded the BEST grant, we would update our current plan to meet the needs of the new school. The District is planning on setting aside \$40,000-\$50,000 per year that was going to replacement and repairs of old, faulty equipment and fixing health and safety concerns to add to capital reserves for future maintenance issues while everything is under warranty. As always, it is our goal to be financially prudent with taxpayer monies.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$24,311,578.59	CDE Minimum Match %:	58
Current Applicant Match:	\$8,048,783.60	Actual Match % Provided:	24.87235326
Current Project Request:	\$32,360,362.19	Is a Waiver Letter Required?	Statutory
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	2018 Bond Election
Future Grant Requests:	\$0.00	Escalation %:	8
Total of All Phases:	\$32,360,362.19	Construction Contingency %:	4
Affected Sq Ft:	60,774	Owner Contingency %:	5
Affected Pupils:	109	Historical Register?	No
Cost Per Sq Ft:	\$532.47	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$64.79	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$467.68	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$296,884.06	Who owns the Facility?	District

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Gross Sq Ft Per Pupil: 558 **If owned by a third party, explanation of ownership:**

Financial Data (School District Applicants)

District FTE Count:	94	Bonded Debt Approved:	
Assessed Valuation:	\$40,243,918	Year(s) Bond Approved:	
PPAV:	\$425,862	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$1,915,746	Year(s) Bond Failed:	
Median Household Income:	\$63,000	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	50%	Total Bond Capacity:	\$8,048,784
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$8,048,784
3yr Avg OMFAC/Pupil:	\$3,410.10		



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>\$18,638,510.07</u>
B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2017/18 AV x 20%):	<u>\$8,048,783.60</u>
C. New proposed bonded indebtedness if the grant is awarded:	<u>\$8,048,783.60</u>
D. Current outstanding bonded indebtedness:	<u>\$0</u>
E. Total bonded indebtedness if grant is awarded with a successful 2018 election (Line C+D):	<u>\$8,048,783.60</u>

School District: Kit Carson R-1
Project: New PK-12
Date: February 21, 2018

Signed by Superintendent: *Robert Lee Framel*
Printed Name: Robert Lee Framel

Signed by School Board Officer: *Troy R. Smith*
Printed Name: Troy R. Smith
Title: Board Treas.

To the BEST Board;

This letter is to discuss the safety and health concerns that I have noticed in the Kit Carson School building. First, there are no security cameras in the hallways or outside doors that record to help with vandalism, thefts, or poor behaviors. The front door has a camera and lock but doesn't record. Second, on numerous occasions the bathrooms are shut down or "out of order" due to plumbing issues. One boy's bathroom has no urinals due to the 1950's plumbing rotting or caving in. The bathrooms in the "old gym" haven't been in usable condition for at least 10 years. Third, this year more than ever, there has been leaks in the roof that have caused water to run down walls and puddle in the hallways. Anytime there is a rain, it is guaranteed that students will have to walk around trash cans catching water. Fourth, I am concerned about the safety of our students as the must go outside to the AG shop. This walk is extremely interesting in the winter with snow and ice even with the custodial staff trying to clear it off as much as possible. Also, the community's public bathroom is on school property next to the park. There are lots of people that stop at these bathrooms every day. These bathrooms are monitored and cleaned by the school as best as possible, but with kids walking outside to class or potentially playing on the playground near these bathrooms is a definite issue. Fifth, I have heard of several teachers who are having breathing issues due to the lack of air flow in the building. While it would be easy to open a window, the point is that the HVAC system should do its job and provide good clean air. I have also noticed that flu and cold season seems to last forever inside the school. This year the school even cancelled school one day to help fight the spread of the flu and cold. This has to be a direct correlation to the poor air flow and lack of fresh air. Sixth, I have been in the building when teachers had to walk out of their classroom to go to the breaker box to reset the breaker. They popped the breaker just trying to stay cool in fans in their rooms. The Elementary wing is famous for not having enough electricity to run the smartboards, computers and fans all at once. Seventh, the old gym has bathrooms that haven't worked in years. The smell that resonates from that area is quite something, it would make Greeley and its feedlots and slaughter house smell good.

I am a father of a school aged student and while the district has done as much as possible to maintain an aging building, the building has more issues than the school has money or time. The district, in my opinion, has made a smart decision to go for the BEST grant to keep our kids safe, healthy and secure. Most importantly, it will provide a building where quality education will take place without having to think about the power outlets, air flow, or any other mechanical issues. Thanks for your time!!

Sincerely,



Sgt. Mike Buchanan

Deputy Sheriff, Cheyenne County

To: The BEST Board Group
From: Doris Lessenden, Retired Educator, Counselor,
February 1, 2018

Letter of support for improving ACCESS to KIT CARSON, Colorado School
For people with **PHYSICAL DISABILITIES**

Dear BEST Board Members,

I am asking your group to award a Grant to the Kit Carson Community to build a new school or improved facility so that it would be easier to enter and get around in the school if one is disabled or elderly like me.

This would be a big improvement for people who have walking problems. Since the 1950's I have been going to activities in the Kit Carson School like: ball games, bazaars, funerals, wedding receptions, concerts, and graduations. In the 1950's to the early 1980's I walked with crutches and canes, but since then I have used wheelchairs because of post-polio syndrome. My concerns and suggestions are also for our aging population.

Some problems I have encountered are: **difficult parking** or no parking space for vehicles with "handicap tags". At present where there is a blue sign, the pavement and sidewalk is raised and the asphalt is uneven. The **Old Gym** and the **Cafeteria** have **sloped entrances** that are steep for elderly and people walking with canes or crutches and in some wheelchairs it is very uncomfortable it descend and ascend the slope. It would help, if at least there was a rail to lean on. In the **New Gym**, when one wants to watch volleyball or basketball games, the only place I have found is in the entryway where the players run in and out. Sometimes that is uncomfortable and embarrassing place to sit. Outside, often I cannot find a **parking place** in front of the school, I look on the west side of the school, I find too many loose rocks; so I park "illegally" on Main Street south of the school and then I can roll down the ramp of my van and then roll north to the school. About three years ago, I became high centered on the ice so that was a problem for several people and me. **Bathrooms**, for years, I couldn't use the bathrooms in the school. They have been somewhat improved which I do appreciate.

The Kit Carson Community is wonderful and I have many close and dear friends there because this is my "church" community. I want the best for these precious children and youth. Thus I do thank you, gratefully for your favorable consideration of their needs and thus award them monies to make life improved for these friends of mine.

Sincerely,



Doris I. Lessenden
305 E. 13th Street
Eads, CO 81036
719-438-5665

January 29, 2018

Dear Best Board Members,

As a teacher at Kit Carson School District, I would like to take this time to address some concerns with the building in which I am expected to shape young minds in. I have worked at the district going on 14 years now and have seen many issues come along the way. Just 3 years into my residency, I was diagnosed with Lupus and this has only made me more cognizant and vigilant of my current working conditions.

During my first ten years at the district, I worked in what is now the preschool classroom as a Kindergarten/Preschool teacher. During that time I encountered many different safety concerns for both my student's health and their physical safety, as well as my own. The last 3 years of my employment has been in the Special Education Department. During this time I have looked at the district through different lenses and have become more aware of health, safety, and security concerns our district has. I am currently the SPED teacher as well as the Kindergarten teacher.

The first concern I have is the air quality within the building. Every time we are blessed with moisture, the roof on our building leaks. It is not uncommon to walk down the hallways and see trash cans lining them catching the drips from the ceiling. The district has repaired the roof several times, but the repairs have not worked and the leaks keep increasing and becoming worse. We currently have several spots in our hall ways where the ceiling tiles are missing do to multiple water leaks. If you spoke with our maintenance staff, they would tell you of multiple ceiling tile replacements over the years. I cannot help but think about what we could provide for our student's if we were not having to repair and replace so many different things in this building.

I recall one winter walking into my classroom to teach for the day and finding a snow drift on the carpet next to the "sealed" outside door. Then there was the time that I was catching water in glass jars, along the wall lined with windows, as a spring thunderstorm resulted in rain leaking through the wall. So what does this talk of water have to do with ventilation? MOLD! I have no proof or evidence of the mold, but I would be shocked if you would not find it in the ceiling, under the carpets or in the walls.

What I can tell you is that over the course of the years, I have had students hospitalized with respiratory illnesses in conjunction with complications from their asthma. As well as many student's out due to respiratory illnesses. I cannot remember a time over the course of my 11 years in Kindergarten that I have had a completely healthy class that was not coughing, sneezing and/or suffering from a stuffy/runny nose. Some people will say, "oh that's just kids." I refuse to believe that it is. I cannot help but think that if our ventilation system provided the appropriate amount of fresh air and if our ceilings were not saturated in water, we would have a healthier environment to shape these young student's minds. However, because of the lack of proper ventilation in our building, as well as the possibility of mold spores, we have recurring illnesses that just spread from student to student and continue to just recirculate themselves. During the course of the last month, I have not had a single week where I had 100% attendance in my class. In fact, there was one week where only 44% of my class was in attendance. Now, when you are in a small district, with class sizes averaging 9 students per grade, this is a huge percentage and makes it very difficult to teach.

Looking into the future, I know the district is going to encounter students who will have health complications and may even be on oxygen from time to time. I cannot in good conscious believe that we will be providing these students with a proper learning environment when I know there is a possibility of mold from the leaking roof and improper ventilation from our HVAC system.

As for me personally, I can tell you that there was a stint of about 5 years where I was on a strong antibiotic every 2 to 3 months for sinus/respiratory infections during the school year. I directly correlate these illnesses to the building, as I always improve over the summer when I am out. Being sick so much has resulted in many days of sick leave and lots of teaching where I was only able to give approximately 50-75%. Wouldn't you agree that it is important for your teachers to have a healthy working environment so that they can give 100% to their student's? I cannot help but think that I would have been able to give more to my student's if I was healthier and had a healthier working environment.

Now, have you ever tried to teach a class in a classroom that is 85+ degrees? Now add little active bodies to that room, no air circulation and hot florescent lighting. Let me tell you, it is next to impossible to engage these students! Student's become lethargic and impossible to communicate with. You would have better luck teaching and engaging a brick wall rather than these hot students! With that being said, we here at Kit Carson have tried to combat that brick wall affect by adding multiple fans to our classrooms. Needless to say, all it does is circulate more hot air and results in student's chasing papers around the room as the multiple fans keep blowing them off their desk.

As a patient with lupus, heat has a drastic effect on my body. The district understood this effect and tried to assist with the heat issue by adding window vented air conditioning. This was a great idea, however it only cooled the room down to approximately 80 degrees. I will take it! The unfortunate thing about using the fans and coolers to combat the heat, is that our electrical system cannot sustain the power draw required in running them along with our smart boards, computers, and charging stations. This typically results in blown breakers and a disruption in class. Teachers then have to make a couple of difficult decisions. 1. Do I leave my student's unattended to walk down the hall and flip the breaker? 2. Do I teach my student's using modern technology, or do I run the cooling system so that my students are not lethargic? Which would you choose? I know what I would.

Since I am talking about power, can I ask a simple question? How many outlets do you think it takes to adequately provide for an average classrooms needs? I can assure you that here at KCS D we do not adequately meet the required amount. If you came to our district, you would find extension cords and multiple power strips being used in almost every classroom. In fact, up until a few years ago, we had extension cords running through our ceilings to power projectors. Oddly enough, the fire marshal has determined that it is a safety hazard...Crazy! Luckily for us, our district has brought in an electrician and has been able to remove the extension cords. However, I cannot help but wonder what other hazards are out there.

Have I told you the story of the outlet in the preschool room? Just a few years ago, the janitor was in cleaning and heard a strange ticking noise coming from an outlet. Thank goodness it did not catch fire, but it was determined to be a hazard. Hmmm... I wonder how many other outlets in the school have had this same problem. I recall a couple others that don't work anymore. Perhaps they had the same problem?

Speaking of power supplies that do not work, did you know that in multiple rooms you will find switches that nobody knows what they are connected to and what they are supposed to be turning on? Could this be a potential fire hazard? Hmmm....

Another question. How many of you have cords taped to your floor to prevent tripping hazards in your offices? I do! In my Special Education office I have to step over a phone cord to get to my desk. It has a rubber cover over the top of it that is supposed to be taped down and held securely to the floor. Guess what? No matter how many times I re-secure it, it doesn't hold. A safety hazard? I think so. I know it is only a matter of time until one of my student's or I trip over it and fall.

Let's talk sewage and water. How many of you like having the luxury of running water and draining sewer lines? Isn't it AWESOME! At KCSD, we have multiple water fountains that do not work anymore, sinks that do not drain, and restrooms that are frequently out of order. In fact, just two years ago, our girl's bathroom, on the high school end of our building, quit working completely. Toilets were completely unable to flush and drain. This resulted in the district gutting the plumbing and starting from scratch. Our sewer lines had completely corroded and collapsed. Talk about an inconvenience. The bathroom was closed for the last month of the school year and was not completely repaired until a few months into the following school year.

If only this was the only sewer/water issue this district had. Unfortunately it is not. Multiple sinks in the district do not drain. The sink in the preschool room has been sealed off due to its inability to drain. The sink in the kindergarten room drains at a very slow rate as well as some of the sinks in the restrooms. To me this is just completely unacceptable. No student should have to attend a school where the sewer lines are not functioning. By not having a functioning sink in a lower elementary classroom, you run a safety risk by sending kids to restrooms to wash hands on their own. If the teacher escorts the child through the halls, then they are leaving the classroom unattended. If they send the student on their own, they could get lost? What would you do? Wouldn't it be easier just to have a functioning sink in the classroom? I think so. Did I mention that there is no hot water on the elementary end of the building? I cannot remember the last time I washed my hands with warm water.

Speaking of safety concerns, our main district office is around the corner and down the hall from the front doors. We have installed a video camera and automatic door lock to allow admittance into the building. However, this has not eased my concern of someone getting into the building and having full access without anyone ever greeting them and directing them. There are multiple scenarios one can think of where this could result in tragedy. Fortunately Kit Carson has not had to deal with this tragedy, and God willing will never have to. But I do feel that building and relocating our offices could assist in our school being more secure.

Did you know that we do not have a working phone system in every room of our building? To me this is a safety concern. We currently rely on a very old intercom system to report security protocols to the classrooms. The saddest part of this, is that all rooms in the building do not have these intercoms. In fact, in order for a classroom teacher to communicate with the office, they have to either leave their classroom unattended or send a student with a note. The only other method of communication we have outside our rooms are our personal cellular devices. If you have ever been to Kit Carson, you know that this is not a reliable option, as you can never guarantee you will have service to make a call. I personally feel like every classroom should be equipped with a proper working phone.

KCSD is a great place to work and I have enormous pride in our district and in our students! However, as you can see, we have some room for improvements. Thank you for your consideration of Kit Carson School District for the BEST grant. I believe that every student is entitled to a safe, secure, healthy learning environment. It is my belief that our current building is not providing this for our students. I have only brushed over the surface of the problems that exist in the building and with your help I know we will be able to provide a building that is safe, secure, and healthy. Thanks again for your consideration!

Sincerely,

Jill Harms
K-12 SPED Teacher
Kindergarten Teacher

● **Facilities Impacted by this Grant Application** ●

SIERRA GRANDE R-30 - New PK-12 - Sierra Grande K-12 - 1956

District:	Auditor - Sierra Grande R-30
School Name:	Sierra Grande K-12
Gross Area (SF):	94,500
Number of Buildings:	2
Replacement Value:	\$23,877,464
Condition Budget:	\$7,946,564
Total FCI:	0.33
Adequacy Index:	0.34



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$4,202,117	\$2,570,417	0.61
Equipment and Furnishings	\$734,241	\$312,648	0.43
Exterior Enclosure	\$4,594,483	\$321,945	0.07
Fire Protection	\$16,828	\$790,744	46.99
Furnishings	\$414,117	\$121,086	0.29
HVAC System	\$2,798,012	\$181,498	0.06
Interior Construction and Conveyance	\$4,116,196	\$2,735,262	0.66
Plumbing System	\$1,328,332	\$459,487	0.35
Site	\$2,203,854	\$1,214,224	0.55
Structure	\$3,469,285	\$30,000	0.01
Overall - Total	\$23,877,464	\$8,737,311	0.37

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Applicant Name: SIERRA GRANDE R-30

County: COSTILLA

Project Title: New PK-12

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 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 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 checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | <input type="checkbox"/> Other School Replacement and Site Upgrade |

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

The Colorado Children's Campaign considers three San Luis Valley counties to be "persistently poor"; Costilla County is one of them. Students here are consistently some of the most high-need in the state. Our ranching and farming roots once prosperous in the late 19th century has not continued into recent history. The county's isolation from cities like Denver and Colorado Springs hold back our economic and land development. Sierra Grande is eligible for Title 1 funding and provides a Free and Reduced-Price lunch program to 100% of the student population; more than 80% qualify.

The District resides in the northern half of the County at the base of Mount Blanca, the first area of Colorado colonized in the 16th century. The district serves students from both Blanca and Fort Garland and from other rural areas elsewhere.

Our original school was constructed in 1956 and has had several/isolated expansions increasing its overall size. Additions were designed without a clear vision for the future and its internal layout/adjacencies do not effectively provide for proper education. These newer additions were built with limited funds, inexpensive materials and simplistic design. Though identified by state assessment as 'good structurally', they provide a poor environment with respect to air quality, flexibility and connection to the outside. Correcting our classroom conditions to provide an environment to support 21st Century Learning is too great for our district without BEST support.

Though the school has an adequate SF/student ratio, the ad hoc planning nature of the additions over time has led to a building not conducive for learning. In 1978, the MS addition was completed; though it offered more classroom space for the school, the spatial layout was not successfully integrated into the building.

Our building has been a lifeblood for this community. Many of current students are from families that were graduates of our school. They are proud members of this building, but often complain that our 1956 gymnasium is a single room, incapable of being divided and has an interior height of less than 19-feet. It cannot be augmented for competitive play. During days of inclement weather, we can only offer limited student play time in our single room gym. The size and layout make it difficult to offer multiple activities; forcing us to forego certain programs typical of our neighboring districts. Our gymnasium has no natural light or ventilation.

In the 90's, Blanca was a growing community with aggressive double-digit growth rate supporting the need for another addition; our Tech Wing offering more vocational and elective classes. The community requested a larger focus on CTE classes and other real-world application learning paths in the school. More additions followed with a single use auditorium / library / administrative office infill project along with the District's last addition, a preschool constructed in 2008. This structure filled a critical need within our community; intending to remain part of the district's continued success.

Our teachers have shown willingness to offer more courses, helping students stay on a track for success, but the facilities simply cannot accommodate them. Being a rural district, there are several low-cost teacher housing structures on property.

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Schools in the San Luis Valley compete for quality instructors; they are drawn to other districts that can offer living support to their teachers.

Our district serves nearly 290 students with steady growth increase predictions in growth for the foreseeable future. Fort Garland is often referred to as the “Gateway to the San Luis Valley,” and our district is located at the base on one of Colorado’s treasured fourteeners, Mount Blanca. We hope to remain an academic contributor to that gateway with quality education and athletics. With the success of our BEST Grant, we can offer a quality structure and site conducive to 21st Century Learning.

Deficiencies Associated with this Project:

General

Site Circulation— Only a fraction of the Districts vehicular and bus circulation, staff / student / visitor parking and loading contain a paved surface. Adequate separation of parent drop-off/pick up, pedestrian and school bus traffic is impossible to manage and achieve. Dirt, gravel, mud and dust plague maintenance staff to keep the interior of the building clean.

There is no structured parking configuration, often there is conflict with bus circulation and parent drop off/pickup making it difficult and sometimes dangerous. Parent drop-off requires that each car turn around in limited space to re-exit the site. Daily deliveries are scheduled such to avoid traffic conflicts with elementary children play areas that share the same site route.

Accessibility - Accessible parking is only signed; the site surfaces are also unpaved and access pathways into the building from those designated spaces are either a raised or excessively sloped condition, not meeting the ICC/A117.1 -2009 requirements.

The overall site is insufficiently lit creating hazards in the evening especially in the winter when snow or ice accumulation is abound. The site grading conditions and lack of a structured storm water management system causes multiple areas surrounding the school to pool water causing hazards to students and faculty.

School Building General

The original 1956 building has had a series of additions over the past 40-years. The main building is a modular load bearing masonry structure over a raised crawlspace. Many of the support utility systems created with that building remain in service even though they are well beyond service life. Many of the systems and layout 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.

The cafeteria is a combination space created from two separate buildings. It offers no opportunity for natural light or adequate ventilation. On occasion, the building sanitary main has backed up and caused raw sewerage to enter the kitchen area via a floor drain.

Additions – Most of the additions were low-budget pre-engineered structures. Roll formed 24-gauge metal panels on both the roof and wall exteriors protect these structures. Windows and doors are not energy efficient or leak tolerant. Even when closed, there local wind conditions penetrate the envelop and allow for cold air and/or airborne particles to enter the building through these penetrations. Teachers frequently compete with the ability to maintain attention of their students for learning while the interior envelope conditions distracts them in different directions. The structural capacity of all these additions were designed for the conditions at time of construction and cannot support additional deadloads for equipment necessary for adequate ventilation, conditioning, skylights, etc.

Windows – The window conditions around the school vary in both age and efficiency. Many of the staff and teachers report that they improperly insulate their classrooms causing cold draft conditions. The windows are the primary source of ventilation and when open, the valley dust and debris enter the environment further challenging the air quality of the building.

Insulation – The buildings are insulated in a variety of conditions, most lack the benefit of continuous insulation expected of today’s energy efficient buildings. The District spends nearly 30% of its operating budget on heating/cooling costs every year to maintain an interior thermal comfort suitable for learning. Even with this amount of money, the building interior has issues with thermal comfort with systems beyond their service life.

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Roofing – The District extended the service life of the building and added protection for the students when they reroofed parts of the building back in 2012; approx. 60% was upgraded. In 2012, the district had limited available funds available and only replaced the worst areas. However, roof leaks on the remaining roof sections continue and the district make localized repairs in response.

Lighting – There is a significant lack of both quality and quantity of natural light coming from exterior windows into classrooms and learning spaces. Due to poor quality of construction and high volume of unwanted air infiltration many windows are permanently covered; further intensifying this problem. Many interior spaces (gymnasium, cafeteria, staff offices, labs and several classrooms) have zero natural light contribution.

Ceilings – Acoustical ceilings are throughout the building. In some areas of the building, the suspended ceiling grid is improperly secured and could be impacted. In many of the pre-engineered structures, there is a significant volume of unused space that could have been incorporated into a design improvement within the classroom vs. the monolithic planar layout that currently exists. That same volume between the ceiling and structure in unprotected (no sprinklers) as well as offers little acoustical benefit between classrooms.

HVAC – Current mechanical systems are insufficient for the school. Many classrooms have no access to mechanized fresh air or ventilation other than exterior windows which can't be opened during the hot and cold temperatures frequent at this site. As noted earlier when they are opened they invite dust, debris and unwanted air movement into classrooms. The heating systems for some areas of the school are unreliable and during the winter can fail disrupting learning.

The hallways that would obtain fresh air from exterior doorways being opened have passive (static) air vents between the hall and classrooms. This static air vent is a life safety violation since the hallway should be a rated assembly and clearly that condition is not a rated opening.

Fire Hazards – The building lacks adequate fire protection. The school does not have a fire suppression system. Though intended to be controlled through compartmentalization, there are many areas where the fire resistive assemblies are incomplete or impacted with non-resistive penetrations. This lack of separation places the near building entirety of nearly 85,000 SF at risk of a single fire event. This is a major violation of current fire codes.

Many of the 1956 building classrooms lack adequate egress protection directly to the exterior. All classrooms lead into an unprotected corridor system and is punctured throughout with non-rated passive exchange vents. There is a small community contingent of volunteers that maintain a local fire protection district. However, in the event of a large fire, the building would be completely vulnerable.

Plumbing – The school has maintained the use of the original plumbing utilities since 1956. The systems are well beyond their useful service life and must be replaced. The domestic water is provided from a single well (pump) location within the building with only limited water storage. The sewer (waste) lines run beneath the structure in the crawlspaces. Slope is inadequate and there have been several occasions when this line has backed up into the cafeteria kitchen floor drains.

Gymnasium – The Gymnasium is original to the 1956 structure. There is no natural light or ventilation currently provided and foul odors during athletic activities are simply a given. The clear height within the gym structure is well below standard, challenging the ability of students to play and practice competitively. Poor planning of the additions around this gymnasium make it a spatial candidate for unwanted and unscheduled student access between classrooms.

Internet Connectivity – There are limited service connections to the overall building. As the district attempts to update their curriculum to incorporate new technology they are being held back by substandard service connection and not enough bandwidth to handle the educational load. The infrastructure in place creates poor connections to many parts of the building.

Security – The perimeter of the building was updated in 2014 with the support of a BEST Grant. Access control is now monitored and controlled including improved video quality. Like the roof replacement, this effort was a stop gap measure improvement to protect the staff and students from unwelcome intruders. There is a lack of proper intruder resistant

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hardware at the classroom level as required by the State in the event of lockdown.

Program Adequacy – To access the middle school you must go through the gym meaning that in many cases there are disruptions to PE classes. Elementary classrooms are oversized and ill-proportioned for 21st century learning. These classrooms are rigid in shape and size based on structural layouts; reshaping them for improved learning is not cost effective. The current middle school classrooms are undersized and isolated from the rest of the school.

Bus Barn – The bus barn is undersized and has not been upgraded since its inception some 30-years ago. There is a significant lack of ventilation causing danger to staff especially in the winter during subzero temperatures when buses need to be operated. Additionally, there is a leaking underground storage tank beneath the structure which should be addressed to prevent further soil contamination.

Athletic Facilities – The football field to the north of the main building is in poor condition, surrounded by a cinder track that is not capable of meeting state sports guidelines. The District cannot host or support larger scale competitions. There is not an accessible path of travel to the fields. Funds have not been available for the District to replace its “non-existent” baseball field, which is a dirt and weed lot in the northeast corner of the site. These areas were considered for partial replacement under a GOCO Grant, but the District and its Sponsor (Fort Garland Recreation Center) were not successful in securing a winning GOCO grant.

Proposed Solution to Address the Deficiencies Stated Above:

The master planning process led by our team in conjunction with the District DAG (Design Advisory Group) and the communities of Blanca and Fort Garland has resulted in a scheme which rectifies many of the issues plaguing the current building. The decision-making process was informed by surveys sent to community members, staff and students in addition to personal interviews with staff and students of the district. During early meetings it was the decision of the DAG that a renovation alone solution would be unable to properly fix the issues that the building currently has. The option and cost of a renovation with addition solution would be approx. 90% of the cost a new school and it would displace students and extend (nearly double) the construction timeline. It was unanimously decided that a new/replacement structure outside the footprints of the existing was the direction they wanted to take.

The priorities of the community and the school district were identified as below:

- 1.Limited disruption to school activities and curriculum during construction
- 2.Solution should provide a comfortable and safe learning environment
- 3.Solution should offer reliable, low maintenance systems and operations
- 4.Provide updated technology that can help students prepare for their future
- 5.Provide a 21st century learning experience
- 6.Solution should promote a sense of pride for both students and the community

The preferred scheme (#N-2B) utilizes existing land on the north and east sides of the property for both building and athletics. The new school would be built north of the current building allowing it to remain open and operational during construction. A single sports season would be interrupted but the school curriculum can continue. The new school layout is laid out in a four-finger scheme with the three academic schools and the single athletic area all connected with a main street type circulation spine. The layout allows for the school to be expanded laterally and with a purpose if enrollment spikes. The programmed spaces can serve all activities currently offered at the school with several flexible spaces ready to accommodate alternate classes.

Site Improvements

New (structured and paved) parking would be placed over land that the current building resides following the demolition of the current structures. Both the building exterior and parking/access areas would be adequately and efficiently lit per code. The athletic facilities to the north would be CHSAA and ADA code compliant and allow the district to have outdoor facilities they can compete in.

To remedy the lack of a proper storm water management program, the site would be properly engineered and landscaped.

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The southern portion of the site would offer a greater separation buffer from Highway 160 traffic (a request of the DAG) and would be stabilized with natural, low rainfall vegetation.

A new perimeter road would be constructed that gives access to all elements on the site including teacher housing, the bus barn, playfields and event parking. The new parking layout and circulation roads will resolve the difficulties with current circulation during peak traffic at the school.

New School Building

The building would be oriented so that the students have access to adequate natural light, proper and adequate ventilation and utility services. This layout supports welcome views towards the natural beauty of the mountains, something that is currently lacking on this site. A well-defined building entrance will offer clarity to the newcomers to the school and offer a sense of place to the community.

A focus on bringing natural light into the building will help students learn and reduce energy costs. HVAC and other building systems will be efficient and lack complexity reducing long term costs and upkeep.

Outdoor learning spaces such as classrooms, a garden/greenhouse and new playgrounds will be built adjacent to the building to offer more learning opportunities to students without conflict of motor vehicles. The cafeteria will be a hub for the District during academic and athletic events as well as community sponsored events. Active and optional connection to the exterior can offer extensions to the outside in times of favorable weather.

Safety/Security

The curved spine of the school main circulation path allows the administration to see all traffic entering the site and the building. The building will be constructed to meet current building, energy and accessibility codes and remedying most concerns with the old school building. The building will have adequate fire protection systems that will not only make the building a safe environment in the event of an emergency, but also will improve (reduce) the level of risk management. New door hardware and increased classroom egress patterns will give more control to teachers during lockdown situations as well as offer them options in the event there are intruders attempting access.

Program/Curriculum

Simply changing room names and teacher locations will not correct the deficiency of poor planning. Proper adjacency of learning spaces will make the curriculum more efficient and help the three school components work in harmony with each other. New technology infrastructure will allow the district to offer modern learning through technology and new learning experiences that will help prepare students for their careers.

Twenty-first Century learning spaces that embrace both collaboration and focused learning will bring a new flexibility to teachers that can help them advance their students education. New, adequately sized athletic facilities will be able to accommodate multiple school activities relieving the need for school activities to be cancelled or conducted elsewhere as they currently do by the use within the community center. The new athletic playfields and courts will be of competition standard offering opportunities for competitions to be held at the school.

New CTE and elective classrooms provide more learning paths for students and will allow the district to offer more adult education courses.

Housing

Without quality teachers, there will not be a school. The District competes with surrounding districts and work place employers that have a larger annual budget that can support a higher teacher salary as well as being within a community that offers reasonably priced housing. This site solution proposes to continue the program of supportive, local and affordable

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housing stock on-site. The replacement will be one-for-one units at a level of similar construction. The location of this proposed housing is not in conflict with either academic or athletic needs of the resulting Master Plan.

How Urgent is this Project?

The inherent bones of the current building are over 60 years old with other aspects of the infrastructure past the expected useful life. Many systems need replacement and have (in the past) disrupted classes because of poor or failing system performance. The extreme nature of the weather in the San Luis Valley suggests that any building solution created should address and withstand the harsh conditions. The current building envelope and systems struggles to create comfortable conditions for staff and students. Deferred maintenance will continue to gouge the limited budgets of the school which already struggles to provide for its students and keep up with modern learning standards.

The students of Sierra Grande deserve a 21st century learning experience so that they can prepare for their futures. The current needs of the school are not met on all fronts; athletics, academics and extracurricular activities are being held back by outdated facilities that don't deliver opportunities other staff/students in the area regularly enjoy. Classrooms are uncomfortable learning spaces that aren't scaled to the correct size; some classrooms are constrained while others find difficult proportions to teach with. The athletic facilities don't have the capability to support the programs the students want.

In a fire or smoke emergency situation the building is extremely unsafe. The complete building has improper separation which could result in a massive safety hazard; further escalated by inadequate exiting.

Safety is of the highest importance in schools and the code deficiencies and significant lack of fire suppression turns the school into a patient disaster. Many of the issues pose no urgent danger. However, if left untouched the school will soon find itself without adequate funds to correct them and a school in disrepair is not an environment for better learning.

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 recommended solution established at the conclusion/summary of the District Master Plan was to replace the building and reconstruct the site. The Team takes no exception to complying with the Public School Facility Construction Guidelines. This is expected with the support of a BEST Grant.

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

The District has historically budgeted \$100,000.00 from its annual budget to a dedicated capital reserve fund intended for its facility operations. The District will continue its commitment to maintain that annual budget allocation moving forward with its new facility. We recognize that during the time of GC Warranty (anticipating the first two years) our budget allocation will be an item that we would hope would not be affected.

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 PK-12 structure is a compilation of additions to the original 1956 structure. The additions were completed between 1976 and 2008; the last offering an isolated pre-school structure.

The original building was built with load bearing masonry walls for exterior and interior (corridor) systems. The additions were primarily done with low cost, pre-engineered metal skinned shell structures.

The compilation of additions made to the building over the past 4-decades were a result of need, satisfied a spatial accommodation. However, they were neither of quality construction nor positioned to accommodate managed education development.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

BEST FY2018-19 GRANT APPLICATION SUMMARIES

The District has done an excellent job maintaining their facility with the operation funds it reserves annually. Our building remains clean and adequate for education from the perspective of "on the surface". We are proud of the regular and general maintenance and improvements we can make with our dedicated staff.

On occasion, we must ask for help from outside contractors. Following the tragedy of the Sandy Hook ES shooting in Connecticut and the increasing growth of both recreational and medical marijuana sales within the District's immediate surroundings, the District submitted and received BEST support for a limited security and surveillance upgrade to the buildings. The work was performed in Summer 2015, but the Grant was not officially closed until YE 2017.

Except for that security grant, the District has not performed any major capital projects on the building or site within the past three years.

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

Parallel with the BEST Grant process, the District has been working with the Fort Garland Recreation Center in cooperation for a GOCO Grant to facilitate funding for a community baseball/softball field in the northeast portion of the District property. The joint grant effort was not awarded by GOCO in the Fall-2017 cycle; however, the District intends to make a 2nd attempt following submittal of this BEST Grant application.

Our District commitment to finding other methods of funding sources that could leverage as many dollars as possible has always been part of our District business model. If awarded the BEST Grant, we would apply for and try to secure as many additional 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? Include \$/FTE for the prior fiscal year:

The District has traditionally reserved an annual budget of \$100,000.00 that is assigned specifically to maintain and preserve our facilities. This annual event would continue following completion of a new facility. Since we are a one building (and site) district, the funds would be specific to only this project.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

At this early stage of development from the Master Plan results, the inclusion of new construction within a smaller, more efficient building envelope meeting current energy code can only reduce utility costs vs. the continuation of our 60+ year old structure and systems. We anticipate a significant reduction in annual utility costs. It is expected that our new design will offer passive solar and ventilation solutions to further minimize the costs of utilities.

However, being a single structure (and site) in a rural community with limited utility services available, the savings would not be as great as a building of similar construction and size within a larger, more urban community that offers greater utility options.

Current Grant Request:	\$33,216,172.00	CDE Minimum Match %:	31
Current Applicant Match:	\$12,783,714.00	Actual Match % Provided:	27.79075148
Current Project Request:	\$45,999,886.00	Is a Waiver Letter Required?	Statutory
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	Bond Election Nov. 2018
Future Grant Requests:	\$0.00	Escalation %:	6.3
Total of All Phases:	\$45,999,886.00	Construction Contingency %:	5
Affected Sq Ft:	84,389	Owner Contingency %:	5.00
Affected Pupils:	288	Historical Register?	No
Cost Per Sq Ft:	\$545.09	Adverse Historical Effect?	No

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Soft Costs Per Sq Ft:	\$80.28	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$464.81	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$159,721.83	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	293	If owned by a third party, explanation of ownership:	NA

Financial Data (School District Applicants)

District FTE Count:	254	Bonded Debt Approved:	
Assessed Valuation:	\$63,918,571	Year(s) Bond Approved:	
PPAV:	\$251,154	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$666,516	Year(s) Bond Failed:	
Median Household Income:	\$30,078	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	84.5%	Total Bond Capacity:	\$12,783,714
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$12,783,714
3yr Avg OMFAC/Pupil:	\$1,492.34		



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>14,259,965</u>
B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2017/18 AV x 20%):	\$ <u>12,783,714</u>
C. New proposed bonded indebtedness if the grant is awarded:	\$ <u>12,783,714</u>
D. Current outstanding bonded indebtedness:	\$ <u>-0-</u>
E. Total bonded indebtedness if grant is awarded with a successful 2018 election (Line C+D):	\$ <u>12,783,714</u>
F. Waiver Amount (A – B)	\$ <u>1,476,251</u>

School District: Sierra Grande School District R30

Project: New PK-12 School and Site

Date: March 26, 2018

April 04, 2018 Revised

Signed by Superintendent:

Printed Name: Darren Edgar

Signed by School Board Officer:

Printed Name: Wendy Fischer

Title: President Board of Education

● **Facilities Impacted by this Grant Application** ●

GLOBAL VILLAGE ACADEMY - NORTHGLENN - K-8 School Replacement - Global Village Academy - Northglenn - 1997

District:	Auditor - Charter School Institute
School Name:	Global Village Academy - Northglenn
Gross Area (SF):	65,000
Number of Buildings:	1
Replacement Value:	\$17,013,383
Condition Budget:	\$6,539,185
Total FCI:	0.38
Adequacy Index:	0.23



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,875,689	\$1,125,141	0.39
Equipment and Furnishings	\$201,218	\$175,861	0.87
Exterior Enclosure	\$3,406,619	\$1,041,864	0.31
Fire Protection	\$692,967	\$12,157	0.02
Furnishings	\$22,443	\$0	0.00
HVAC System	\$1,352,362	\$1,672,879	1.24
Interior Construction and Conveyance	\$2,426,794	\$932,399	0.38
Plumbing System	\$934,042	\$19,881	0.02
Site	\$3,094,189	\$1,511,408	0.49
Structure	\$2,007,060	\$76,630	0.04
Overall - Total	\$17,013,383	\$6,568,220	0.39

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: GLOBAL VILLAGE ACADEMY - NORTHGLENN

County: CSI

Project Title: K-8 School Replacement

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 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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Global Village Academy – Northglenn (GVA-N) is an international school that provides language immersion instruction in Mandarin Chinese, Spanish and Russian. The school’s mission is: Global Village Academy students will become fluent and literate in English and a second world language, excel academically in core content subjects, and develop twenty-first century skills, including cross-cultural understanding. Our students develop a global perspective by learning a second language. Additionally, they explore diverse cultures in order to cultivate understanding and develop the skills needed to live and work with others internationally. In our immersion program, students from kindergarten to fifth grade spend half of their day in the immersion language. The core subjects of science and math are taught in the immersion classroom. Students receive instruction in English for the core content subjects of reading, writing, and social studies. Students in middle school are transitioned to a traditional schedule with an hour of language. Since opening in 2011 with 275 students, GVA-N has shown steady enrollment. This forced us to cap enrollment in 2015 at 1000 students because we were out of room. There are currently 940 students enrolled in the school. Nearly half (46%) of students currently attending Global Village Academy Northglenn qualify for free or reduced lunch. Our percentage of ELL students continues to increase with the school currently servicing around 45 percent. GVA-N is considered a Title I school.

GVAN has received a School Performance Framework rating of “Performance” every year since opening, with the exception of the 2016-2017 school year. It is the belief of administration and teaching staff that deficiencies in internet infrastructure and lack of space to provide adequate testing environments have both contributed to a decrease in student performance on standardized tests.

The founders of GVAN entered in to a ten year lease (with the option to buy) of the current facility, in 2011. The plan was to purchase the building around year five. As the years progressed, the building began to show evidence of foundational shifting. By the fifth year of the lease, the shifting became so significant that purchasing the building was no longer a feasible option. Several attempts have been made to negotiate with building owners in an effort to find a solution that would result in the purchase of the facility after mitigation of the structural issues, with little success.

Maintenance of the building has been costly. A complete list of repairs can be found in the RF Consulting Engineer/A Plus Architectural Dec 2015 report submitted as part of this application.

Deficiencies Associated with this Project:

While GVA has worked very hard to make the current facility suitable for the students, the current facility still has several shortcomings which have prompted GVA to seek out a new permanent facility for its students.

Surrounding thoroughfares: School is bordered by 40 MPH street to the south with little signage delineating school zone.

Security Issues: There are several exterior doors to the facility which are difficult to monitor throughout the day. The entrance to the school is not secure. While parents are “buzzed” in, there is no barrier between the lobby and the classroom hallways.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

We have 7 interior cameras covering 7/9 exterior doors, no exterior cameras. No door sensors to tell when open or secured.

Lines of Site: The school is a series of narrow corridors which provide no lines of sight around the facility. Because of this, it is not possible to see what is happening between corridors or from one side of the facility to another.

Interior flooring: The slab of the facility is constantly shifting (not just shifting, falling more than 7 inches and rising 1.5 inches in other areas) due to the highly expansive soils. We have had several engineers provide reports, investigate the movement, and attempt to provide solutions however the slab continues to move. This has caused numerous issues throughout the facility. Large cracks are present across the entire campus floor. The rear quarter of the entire facility has noticeably sunk which has caused walls to break open and further cracking on the floor. The carpeted areas are well beyond their useful life and have tears and worn areas down to the pad. Hidden shifting under carpeting has caused dangerous tripping hazards, resulting in multiple staff and student falls.

Code/ADA compliance: It is difficult to push wheelchairs on carpeted hallway floors that are uneven and cracking, and the doors are not automatic (someone has to open them for people in wheelchairs) but we have not received any citations.

Emergency backup systems: There is no emergency backup system on this campus.

Casework: All furniture is second hand, casework is nearly nonexistent - cabinets exist in one classroom, one hallway and 2 teacher lounges. There are coat racks in the elementary classrooms. No closets, cabinets or storage of any kind in the rooms (other than donated bookcases). Since the coat racks were installed on adjacent walls, any shifting around those walls specifically has caused the racks to detach from the walls.

Domestic water distribution: Piping is inadequate to support eyewash and emergency showers in science rooms.

Sanitary waste/plumbing: The toilets throughout the facility have had numerous backups and repairs. Waste appears inadequate, potential for plumbing damage due to shifting of foundation. Sewage smell wafts from drains in bathrooms. An additional drain was installed in one of the boys bathrooms when an overflowing toilet resulted in standing water. The water would not flow to the original drain because floor movement had cause the floor to slope in the opposite direction which resulted in waste water flowing into the (carpeted) hallway adjacent to the restroom.

Electrical distribution system: Sporadic outages have caused school to CLOSE on two separate occasions and on a third occasion, meeting space was rented at a nearby hotel for professional development due to lack of building electricity.

Fire: The fire panel has had to have parts replaced and serviced multiple times to keep it in proper functioning order. The fire sprinkler lines have also had to have multiple repairs to meet inspection requirements. Continual adjustments needed to sprinkler system due to the shifting of building.

HVAC: The HVAC system is very deficient. There are hot and cold disparities across the building. The RTU's and exhaust fans have exceeded their useful life and are constantly being serviced in order to keep them functioning and to prevent leaks from entering the facility. The makeup air units have had several components go bad requiring replacement. Dampers have gone bad requiring replacement. The controls systems have experienced several issues requiring diagnostics and repairs. Exhaust fans have gone bad requiring repairs. There have also been mechanical heating failures which have caused emergency repairs to keep school in session.

Intercom/telephone/clock system: There is no PA system, intercom is via desk phones, no ability for announcements in hallways or outside of classrooms (safety issue). No bell system for middle school passing periods, etc.

Interior doors: Continual adjustments as doors won't latch for lockdowns due to shifting.

Ceiling finishes: Ceiling tiles have fallen out of the ceiling grip due to the movement of the building. This has been a huge safety concern and the ceiling requires constant monitoring to prevent tiles from falling onto the students or staff. Several ceiling tiles are stained throughout the facility indicative of water intrusion. At least \$12K has been spent to "rehang" ceiling

BEST FY2018-19 GRANT APPLICATION SUMMARIES

tiles this past summer that were falling on students and staff.

Interior wall structure: There have been repairs to walls to relieve the tension they are experiencing due to the shifting of the slab. There have been braces installed to help remediate wall movement. Even with these repairs there are countless areas throughout the facility where the walls are separated causing major interior structural damage. Some gaps are so large that students have been caught passing notes through the walls or sticking hand through them.

Roof and roof structure: The roof is 19 years old and reached the end of its expected service life. The parapet flashing and top caps are in poor condition and despite numerous repairs, there is evidence of leaking in the facility. The roof will need to be replaced in the next two to three years. Additionally, all the rain or snow storms result in leakage in classrooms.

Exterior walls and windows: The exterior elastomeric coating is peeling in some areas due to moisture penetrating behind the coating. The windows need to be resealed and the coating repaired where needed. It should be noted that any patching of the existing coating will be very difficult to match and the repairs will most likely be very noticeable.

Exterior doors: Unable to monitor open/close status. Can be propped ajar. Doors have gone through several repairs to maintain ability to electronically/remotely allow entrance to the building.

Site: GVA has had to invest a large amount of funding to meet the site requirements and the landscaping regulations by the City of Northglenn.

Roadways and Parking Lots: There is alligating across the entire parking lot. There are several cracks in the asphalt that allow storm water to penetrate the ground. The south and east parking areas slope toward the building causing drainage issues. Due to the poor drainage, when it snows there are several large areas of ponding which creates large ice areas for slips, trips, falls. Additionally, traffic cones are sometimes the only barrier between students playing on playground and cars in the lot.

Site lighting: Spent \$35K to upgrade/improve exterior and interior lighting to LED for better light coverage across the site.

Sidewalks and walkways: The sidewalk concrete is in fair condition with noted cracked sections throughout and heaving along the west side of the facility which has resulted in some serious tripping hazards. The caulking along the perimeter walls is in poor condition.

Storm runoff: The storm drainage for the entire property is in poor condition. There is an indication that the storm drain line that carries water off the roof on the south side of the building may be broken. The storm drains and gutter pans that empty into the retention ponds are clogged and the retention ponds themselves are full of trees and other vegetation.

Gymnasium: The current gymnasium is a carpeted open space in the middle of the campus. It is not appropriately sized for ES/MS/HS curriculum functions. We cannot hold athletic events in the gymnasium space, it is not equipped with the standard equipment provided in a gymnasium space, the carpet is torn and worn to the extent that we have had to tape sections and work around the flooring to prevent trip hazards for our students. There is a giant pole in the middle of the room. The ceiling height is also not standard height for a gymnasium space. It is also not suited for performance or general assembly area but being used as such.

Proposed Solution to Address the Deficiencies Stated Above:

Global Village Academy (GVA) – Northglenn, is a world-class school that supports K-8 education in English and a second world language and promotes educational readiness in a global economy, as well as 21st-century skills, including the ability to work in cross-cultural situations. The school opened in 2011 with under 300 students and grew quickly to nearly 1,000 within 6 years. Students spend half of their day learning core content in either Spanish, Russian or Mandarin Chinese. The second half of their day is spent in the English classroom. Spanish or Russian is the first language of nearly half the school's population. GVA has provided a community in which English Language Learners and their families receive the benefit of learning English while simultaneously maintaining their heritage. Simultaneously, English speakers are provided the opportunity to learn a new language and culture through exposure to authentic language experiences.

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The proposed master plan will allow the GVA to address all its educational and operational goals and needs for a comprehensive kindergarten thru eighth grade facility. The master plan is based upon acquisition of a new campus site; due to the limitations of the existing building, the high degree of disruption and displacing of students if the school was to remain on the existing campus.

The proposed site is located within an industrial office park development; nearest major intersection is 120th and I-25. The actual site of approximately 12.3 acres is located at the intersection of Grant Street and Grant Drive, with the western boundary parallel to I-25. The site offers approx. 1200 l.f. of street frontage, which is ideal for a charter school that typically has a high reliance upon parent transportation. Site provides positive drainage from south to north.

The proposed site plan places the new K-8 facility on the highest part of the site, allowing for a limited amount of site development (play areas) while maximizing the opportunity lengthy street frontage. All major utilities will be from the exiting utilities supporting the industrial office park.

The new K-8 school is arranged to allow for a safe and secure main entry into the administration zone, with visual access to the parking and student drop areas. The main entrance has a southeast exposure for safe entry.

The plan optimizes the building orientation for daylighting of the classroom wings along an east-west axis. The orientation of the classroom wings also limits the sound transfer from any I-25 traffic. Furthermore, the building composition allows for easy compartmentalizing of students for increased safety.

Highly active student spaces (Gym and Cafetorium) are located on the east side of the main entrance. This location promotes easy transitions of student from lunch to recess activities without impacting other educational spaces. Additionally, the location of the Gym and Cafetorium supports extend use of the school facility by limiting access only to that portion of the building.

The implementation of small-learning communities will support a comprehensive K-8 school with the ability to cluster K-2nd grade, 3-5th grade and 6-8th grade learners and staff. The two-story classroom area will support 39 classrooms, 2 science labs and technology/makerspace for 360 students. Due to the language immersion philosophy of GVA 6 flex classrooms are provided to support the rotation of students from core classrooms to specials. Core classrooms can be arranged in grade level clusters (ie. small-learning communities) if the enrollment supports the distribution. More importantly the organization allows the school long term flexibility to support modulation of grade level enrollment. On the main level of the classroom cluster are the exploratory spaces (Art, Music and Technology). This location promotes shared universal use and program flexibility that are at the core of 21st Century Learning; hands-on, experiential, collaborative educational environments.

The new K-8 campus plan offers a highly flexible and collaborative 21st century learning environment that is desperately needed to support Global Village Academy's educational mission.

How Urgent is this Project?

The lease for the current building ends in 2021. Without mitigation of the structural issues, there is no option to purchase. The foundational shifting is a costly expense that the school is required to cover. Entering into a new lease of the current building will result in more funding going toward "band-aiding" a building that will continue to move and thus continue to require repair, resulting in an endless cycle of wasted funds that should/could be spent on a new, permanent facility. If this project is not awarded, GVA may be forced to find a new lease in the area or independently finance a smaller project, limiting the opportunity to serve current 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, we will conform to the facility construction guidelines.

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

Upon completion of the grant, the GVAN Board of Directors will appropriate funds for the capital reserve of approximately

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\$100,000 per year. The Board's facility and committee will continue to meet quarterly to examine both short and long term projects to ensure the facility is well maintained.

The current lease is a triple net lease that requires GVA pay for all maintenance and building repairs and, as a result, the school's budget has covered these expenses. Since the lease began in 2011, the school has invested approximately \$988,720 of PPR revenue to ensure the facility remained a safe environment for attending students.

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:

GVA Northglenn entered into a lease agreement at the current location in its first year of operations. At the time, the facility had shown some signs of previous movement, but nothing severe. In addition, the Landlord had claimed that past water issues were mitigated via a significant amount of money the Landlord had spent on drainage and landscaping around the exterior of the building (which the work was verified as completed prior to entering into the lease). However, despite these representations, GVA Northglenn insured that, should there be future building movements, the Landlord would be responsible for any necessary repairs arising out of ongoing movements. Given that it was communicated to GVA Northglenn at the time of lease execution that the building previous issues had been fixed and given the protections against future movements that were negotiated into the Lease, GVA Northglenn agreed to enter into a lease with the intent of purchasing the facility at some point in the future. As time passed, the facility continued to move, requiring increasingly significant repairs, which have been an ongoing debate with the Landlord as to who is responsible for payment. Although GVA Northglenn would likely not be responsible for any payments, any disputed costs are not large enough to warrant legal avenues at this time. Given this continued movement and the cost of remediation and prevent future movement, GVA Northglenn is of the opinion that any permanent solution must be at an alternative location, in order to prevent throwing good money after bad.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The current facility was previously a call center in Northglenn. GVA contracted out to have the facility completely renovated to be suitable as a school campus. As noted in the prior section, there have been major structural issues, studies performed to address the structural issues, and remediation costs to ensure the facility remains safe for occupants. Beyond those major investments to provide a safe, educationally suitable environment for the students, the following list are additional capital improvements to the current GVA facility within the last three years:

01/04/2014Faurot Construction- 3rd Payment for construction- \$40,187.68
03/17/2014Fire Alarm Services, Inc.- Fire panel check after electricity outage- \$120.00
03/25/2014Mark's Plumbing and Drains- Drain cleaning- \$250.00
05/23/2014CJ Roofing- Roof repair- \$680.76
06/18/2014Fire Alarm Services, Inc.- Card reader repair- \$195.00
06/27/2014Vandre Electric & Refrigeration Co.- HVAC repair- \$1,296.90
06/30/2014Faurot Construction- 1st payment for construction- \$19,900.70
07/07/2014Faurot Construction- 2nd payment for construction- \$65,860.74
07/09/2014Jorgenson Lockers-Middle school lockers- \$5,380.30
07/23/2014Allstate Pumping & Consulting- Grease trap pumping for kitchen- \$405.00
07/30/2014Vandre Electric & Refrigeration Co.- Hand Dryers- \$5,198.00
07/31/2014Faurot Construction- 4th payment for construction- \$159,355.90
08/05/2014North/Western Electrical Corp.- Installation of data drops and WAP- \$11,263.87
08/14/2014Vandre Electric & Refrigeration Co.- HVAC repair- \$237.28
08/18/2014Adams 12 Five Star Schools- Kitchen improvements for lunch program- \$5,295.46
08/20/2014Vandre Electric & Refrigeration Co.- Hand Dryers installation and electrical- \$7,148.00
08/30/2014Faurot Construction- 3rd payment for construction- \$28,794.06
09/18/2014Vandre Electric & Refrigeration Co.- HVAC repair- \$859.13
10/29/2014William E. Newgent Plumbing, Inc.- Water cooler switch, mop sink, toilets, lavatories- \$774.10
12/02/2014Fire Alarm Services, Inc.- Batteries for fire alarm pane- \$1741.00
12/02/2014William E. Newgent Plumbing, Inc.- Toilet repairs- \$559.93

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12/05/2014North/Western Electrical Corp.- Replace lamps and ballast on 18 pole fixtures- \$1,435.00
 02/04/2015William E. Newgent Plumbing, Inc.- Toilet repairs- \$249.33
 03/06/2015North/Western Electrical Corp.- Pull Cat5 to cafeteria- \$915.33

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

Due to the increase of construction costs, real estate costs, and recently tax-exempt bond interest rates impacting Colorado charter schools, new construction options appear to not be viable alternatives at this point without the support of subsidies from other resources. Although existing "conversion" options would be explored as a backup, the tight real estate market has even made these alternatives very difficult to come by. The only other viable new construction alternative at this point would be to reduce scope to a point bordering on viability which could place the school at a ratio below 60 square feet per student or to extend the lease with the existing owner.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Currently GVA budgets \$1,799 per FTE to address capital outlay. Below is a summary of these annual budget expenditures.

- Water, Sewer & Garbage - \$15,300
- Snow Removal & Lawn Services - \$30,000
- Janitorial Cleaning Services - \$60,000
- Repairs and Maintenance Services - \$75,000
- Rental of Land & Building - \$1,195,263
- Utilities - \$90,000
- Leasehold Improvements - \$115,000
- Furniture and Fixtures - \$10,000
- Capitalized Equipment - \$10,000
- TOTAL - \$1,600,563

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

As noted in the prior section, GVA currently budgets \$90,000 for utility costs. In the prior year the actual expenditures in this category was \$78,389. While we cannot currently determine the exact amount of savings in utilities, we fully expect a reduction in our new facility. The existing facility was renovated from a call center and the new proposed facility will be built using high performance standards and designed from the ground up as a high performing school campus. Beyond utilities, we also plan to see a reduction in the amount repairs.

Current Grant Request:	\$18,643,060.70	CDE Minimum Match %:	22
Current Applicant Match:	\$15,253,413.30	Actual Match % Provided:	45
Current Project Request:	\$33,896,474.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Private Activity Bond (CECFA)
Future Grant Requests:	\$0.00	Escalation %:	4
Total of All Phases:	\$33,896,474.00	Construction Contingency %:	5
Affected Sq Ft:	83,989	Owner Contingency %:	5
Affected Pupils:	941	Historical Register?	No
Cost Per Sq Ft:	\$403.58	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$69.01	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$334.56	Is a Master Plan Complete?	No
Cost Per Pupil:	\$36,022	Who owns the Facility?	3rd Party

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Gross Sq Ft Per Pupil: 89

If owned by a third party, explanation of ownership:

For the proposed new school project, the ownership will come through the establishment of a 501c3 building corporation. The building corporation will obtain bonds through a CECFA issuance.

Financial Data (Charter Applicants)

Authorizer Min Match %: 24%

CEFCA or financing attempts: 0

< 10% district bond capacity? NA

Enrollment as % of district: NA

Authorizer Bond Attempts: NA

Free Reduced Lunch % 36.00%

Authorizer MLO Attempts: NA

% of PPR on Facilities: 16.62%

Non-BEST Capital Grants: 0

Unreserved Gen Fund % Budget: 12.00%

3yr Avg OMFAC/Pupil: \$1,801.61

FY17-18 CSCC Allocation: \$232,766.34

Who will facility revert to if school ceases to exist?

In the unlikely event that GVA ceases to exist the facility would go to the bond holders.

● **Facilities Impacted by this Grant Application** ●

RICARDO FLORES MAGON ACADEMY - New PK-8 School - Ricardo Flores Magon Academy - 1906

District:	Auditor - Charter School Institute
School Name:	Ricardo Flores Magon Academy
Gross Area (SF):	38,638
Number of Buildings:	1
Replacement Value:	\$10,122,776
Condition Budget:	\$4,731,977
Total FCI:	0.47
Adequacy Index:	0.43



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,432,170	\$973,627	0.68
Equipment and Furnishings	\$259,213	\$237,720	0.92
Exterior Enclosure	\$1,252,196	\$612,637	0.49
Fire Protection	\$373,899	\$0	0.00
HVAC System	\$952,653	\$389,484	0.41
Interior Construction and Conveyance	\$2,850,878	\$1,586,561	0.56
Plumbing System	\$487,101	\$223,654	0.46
Site	\$988,444	\$666,932	0.67
Structure	\$1,526,222	\$41,360	0.03
Overall -Total	\$10,122,776	\$4,731,975	0.47

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Applicant Name: RICARDO FLORES MAGON ACADEMY

County: CSI

Project Title: New PK-8 School

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why: Alternate Project, FY 2016-17

Project Type:

- | | | | |
|--------------------------------------------------------|---------------------------------------------|--------------------------------------------------------|--------------------------------------------|
| <input checked="" type="checkbox"/> New School | <input type="checkbox"/> Roof | <input checked="" 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"/> Technology |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Located in the Berkley Neighborhood, Ricardo Flores Magón Academy (RFMA) has served students across the greater metro Denver area since 2008 in a piece-meal building. The oldest portion was constructed in 1906 and the newest in 1998. We serve a community that is 98% Latino, 92% Free and Reduced Lunch, and 94% English Language Learners. Many of our families are first or second generation from Mexico and our focus on culturally relevant education combined with recruiting and hiring teachers and staff of color contribute to a unique and powerful bond between the school and our families.

Because our students come from neighborhoods of high poverty, many manifest stress-related behaviors. As research demonstrates, this can be linked to a need to create order and safety out of a chaotic environment. This reality has given rise to one of our most fundamental mantras: "As soon as you walk in the doors, you are safe." This is a promise we've made to our kids and families.

But this feels like a false promise because the building is putting them at risk. The obvious safety and security failings, like an internally located administrative office that prevents first-contact with visitors; lack of a monitoring and alert system; a multitude of unsecured, unmonitored external doors in low-traffic areas of the school; the immediate proximity to a busy thoroughfare all combine to create incredibly unsafe premises. During a hostage situation in 2013 and a bomb scare in 2015, there was no easy way to alert faculty and staff about the situation and no monitoring systems to support preventative measures.

As a Colectivo, we believe very deeply in the power of our culturally engaging curriculum as a lever of change in our students' lives. Our teachers and staff work tirelessly to construct learning experiences that validate the heritage of our students while ensuring they feel equally a part of their new culture. This culturally responsive teaching takes tremendous patience and empathy to both create and deliver. If you stand just outside the front office doors at roughly 8:45a, you could hear the commitment in the voices of our Magóniastas as they chant "No hay atajo con el trabajo!" (No shortcuts to work!) from RFMA to College. This commitment is what drives every single adult in our building to be the best we can be. We fundamentally believe that regardless of home language and circumstance they all can go to college.

And, it is hard for us to be our best when our physical space is an environmental trap. The constant threat of mold due to the combination of water intrusion and low ventilation combined with the multiple locations of asbestos creates an environmentally hazardous environment. Last summer we experienced another extensive water intrusion event. This time an entire floor of classrooms was impacted and we were required to undertake substantial mold and asbestos remediation. The work we did this summer is at best a band-aide. It will keep us at acceptable mold-levels in our living spaces for the next few years but the lack of adequate drainage where the school is currently situated will be our ultimate undoing. Compound the grading and roof issues with inadequate ventilation systems and you find a building - and its students - facing a very bleak future.

Perhaps one of the most illustrative events demonstrating the degree of threat our building poses to our children occurred in

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our fourth grade classroom. I received an email from the teacher sharing that a strong gust knocked a window out of its casing onto one of her students. We were quite lucky that he was okay but it was terrifying to know that this could happen in any number of our rooms.

Despite the extensive facility challenges, RFMA has persevered and our students continue to excel in academics and in their commitment to social justice. Our teachers and students are ready for a facility that supports and furthers their dedication to learning and equity instead of distracting from it.

Deficiencies Associated with this Project:

The current facility has not been assessed by the CDE Statewide Facility Assessment. The deficiencies identified below are only some of the most severe observed by the Facility Master Plan's site and building assessment from 2015.

SAFETY HAZARDS + FACILITY SECURITY

1. Internally located main administration and staff offices with no exterior windows or supervision of the main entry.
2. Antiquated video and speaker system to control main entry and student entry-door. Video and audio are unclear visually and audibly.
3. Unsecure entry provides easy and immediate access to students prior to checking in at the front office.
4. No video surveillance or public address system. There is no video surveillance system in the building. There is no public address system within the building, making it impossible to alert the entire school of an emergency at one time. School-wide communication is accomplished through the telephone speaker system, which is unreliable because the volume is typically too low to interrupt class.
5. Vehicle-stacking driveway creates backup in staff parking and into neighborhood. The school is located on a small site in Denver. The current vehicle-stacking driveway is short, winds through the staff parking lot, and forces cars to back up into, and triple-park on the surrounding neighborhood streets.
6. Immediate proximity to a busy thoroughfare. The main entry faces Lowell Boulevard, a busy two-lane street running north-south between Interstates 70 and 76. The traffic is increased due to the school's proximity to Regis University, only a block away to the southeast.
7. One dead end corridor that permits egress only through existing classroom. There is one dead-end corridor condition which currently allows for exterior egress through an existing classroom, and so has been approved with a variance. It would be advisable to correct this life safety issue as part of the building renovation.
8. Inability to separate classrooms and gym-cafeteria-restrooms during after-hours functions.
9. Exterior door monitoring on only two of 13 exterior doors. Antiquated surveillance and security equipment on the 2 monitored doors.

HEALTH CONCERNS

10. Mold threat in basement area due to standing water damage. The combination of poor ventilation, roof leaks and basement flooding makes the building in danger of harboring mold in many educational spaces.
11. The building suffers from poor indoor air quality and inadequate HVAC systems. Many of the classrooms have poor ventilation due to the lack of an operable or adequate unit ventilator. Several classrooms are relying on portable electric air conditioners. Classes are frequently cancelled during the shoulder seasons, with interior temperatures at times reaching over 100 degrees F.
12. There are numerous types of asbestos-containing materials present in the building. There is asbestos-containing floor tile and mastic adhesive covering approximately 20% of the original floor area, as well as an asbestos-containing boiler and sealants in the mechanical room. Perimeter sealant around the failing windows in the elementary wing contains asbestos as

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well.

13. Roofing issues related to a combination of shingled pitched roof and low-slope membrane roof types. Areas of the membrane roof are delaminated. Several of the steel roof drains are rusted out and deteriorated, allowing rain directly into the ceiling area below instead of into the drain. This water often penetrates into the classrooms, many of which have inoperable ventilators, and are thus prone to harboring mold. A few areas of the roof eave/parapet are clearly within reach of the ground and provide easy access to the roof, exposing the membrane to further damage or vandalism.

14. Lead paint is present in numerous classrooms and corridors on overhead ceiling trim. With low ceiling heights in several classrooms, the likelihood of the paint being disturbed is high.

15. Site Drainage and Water Intrusion. The school building forms 2 courtyards and surface drainage in these areas is a problem. Drainage in some areas is directed towards the building and into the below-grade entry wells, frequently flooding the basement.

Proposed Solution to Address the Deficiencies Stated Above:

PROPOSED SOLUTION TO ADDRESS THE DEFICIENCIES STATED ABOVE:

In conjunction with HCM, the leadership of RFMA undertook a thorough analysis of several options as possible solutions to the deficiencies identified. Based on research and findings, it has been determined that the most fiscally prudent solution to address all the deficiencies inherent within the building is to build new.

A cost analysis, provided by two independent contracting firms, clearly identifies that the cost to renovate and make changes to address the building deficiencies and health/safety issues would exceed 80% of the cost to replace the current structure with a new one and that option would still leave some health and safety issues unresolved.

While the option to renovate would address 12 of 14 major health and safety deficiencies, it is clear that this option was not as effective or fiscally reasonable as building a new building entirely. A new school will remedy all identified hazards at a rate only about 20% higher than the second option and will increase the building's lifespan by at least 50 years. The current building, regardless of renovations or upgrades, will continue to have some health and life-safety issues.

The new school facility will fully comply with the CDE School Facility Construction Guidelines and will meet standards for LEED Gold Certification. It will incorporate high-quality HVAC systems, increase site safety, and enhance the school's operational security. New site circulation will be designed to separate visitor traffic, drop off and deliveries into their own paths and alleviate vehicle stacking concerns.

How Urgent is this Project?

HOW URGENT IS THIS PROJECT?

The deficiencies at Ricardo Flores Magón Academy are of immediate and escalating concern. Mechanical, roofing, pipes, and waterproofing failures have all occurred within the last calendar year.

The school has responded to serious concern from the community and staff regarding deficiencies at the facility. In 2013 the school took out a loan to address health and safety issues that were beginning to impede the school's existence. While these adjustments (full sprinkler system, two classrooms brought to minimum code, a gym brought to code) have meant that the school has been able to house the number of students enrolled; however, since those were addressed issues of greater significance and concern have become increasingly apparent.

Over the 2017 Summer, the school was required to undertake an extensive mold remediation project as a result of significant water intrusion due to storms. The school was able to ensure the living spaces of the site were remediated to acceptable levels; however, the basement was not included in this scope of work and neither were the interstitial spaces. Based on the counsel of experts, the work that was done should "hold" for three to five more years before levels are dangerously high again. This timeline is also dependent upon the hard barriers in the basement providing adequate protection.

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During the 2018 school year, the school called plumbers out multiple times to address issues of clogging and backup in the bathrooms. During their latest call, to address a backed up water fountain, the company conducted a scope of the pipes and discovered substantial corrosion and obstruction. After further discussion, there is serious concern that the pipes will last for another three years before a major event occurs and we are forced to repipe the entire building. There are already several active leaks identified in pipes that we can access through crawl spaces but many of our pipes are located within concrete walls making the process incredibly time consuming and expensive. A repiping of the school, at this time, is estimated to run between \$80,000 to \$100,000.

Because the building sat vacant for the better part of a decade the immediate extent of the state of the facility was not apparent; but after the better part of two years its condition became apparent and increased the concern of all stakeholders. In the last two years, due to it being a well-lived-in facility, the roof leaks have increased, classroom unit ventilators are at risk of failing at any moment and replacement mechanical parts for the aging systems are in short supply.

Urgency:

SAFETY HAZARDS AND FACILITY SECURITY

1. Internally located main administration. The lack of a clear line of sight to the entry and direct entry supervision is a deficiency with an urgent need of correction. The main entry faces Lowell Boulevard and is subject to high amounts of both pedestrian and vehicular traffic.
2. Antiquated entry video and speaker system. Poor communications between the office and the entry door locations make it tempting for students to allow in visitors without proper screening, and easy for staff to allow visitors entry without clear understanding of who is arriving. With new visitors arriving and main-entry deliveries being made on a daily basis, the school is in a vulnerable position on a daily basis. The need for correction of this deficiency is highly urgent.
3. Unsecure entry provides easy and immediate access to students prior to checking in at the front office. If an intruder gained access at the front doors, he or she would have direct access to the gymnasium, cafeteria, and two classrooms before passing by the door to the main office. The need to provide a secure and supervised entry vestibule is highly urgent.
4. No video surveillance or public address system. A school-wide emergency cannot be communicated effectively and this puts both staff and students at immediate risk. With any number of school safety threats having already happened, including break-ins/intruders, dangerous weather, bomb threats and nearby hostage situations, the need to communicate future dangers effectively is of the highest urgency at the school.
5. Vehicle-stacking. There is urgency for site reconfiguration to prevent on-street stacking of vehicles. The complicated route of drop-off / pick-up queue occurring around the parking lots is currently combined with the tendency of parents to park on neighborhood streets. With students crossing the streets to their parents cars and vehicle queues backing up into the streets, the conflict of cars and pedestrians presents an urgent situation. As the school continues to grow, this traffic issue will become more of a nuisance and safety concern. Most drop-off occurs within feet of a neighborhood public street rather than from an on-site driveway. Parents frequently express anger and concern over the school traffic patterns.
6. Immediate proximity to a busy thoroughfare. The best way to minimize this urgent traffic concern is to move the main entry away from the busy road and to provide on-site parking and circulation.
7. One dead end corridor that permits egress only through existing classroom. It is likely the no further building improvements would be allowed until this life safety concern is corrected or the building is replaced.
8. Inability to separate classrooms and gym-cafeteria-restrooms during after-hours functions. The inability to partition off classrooms and other unused portions of the building during after-hours activities presents an urgent security concern due to past break-ins at the school.
9. Exterior door monitoring on only two of 13 exterior doors. The inability to maintain control over all of the 13 access points to the school is more likely to result in a security issue as time goes on.

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HEALTH CONCERNS

10. Mold threat in basement area due to standing water damage. The basement currently floods during every significant rain event due to poor site and stairwell drainage. The flooding has already saturated interior flooring and gypsum board walls, and permanently damaged the electrical system in the basement. Although the spaces are not currently used for instruction, the need to repair or replace the building is of the highest urgency before it begins to affect the remaining spaces in the building.

11. The urgency for correction of the air quality issue is of the highest degree due to the periodic increases in sick absences as well as class cancellations due to heat. There is a regular loss of educational time due to environmental quality issues that should be corrected as soon as possible.

12. There are numerous types of asbestos-containing materials present in the building. As more parts of the building start to fail, the asbestos is more likely to be disturbed. For example, when an exterior window recently became detached due to wind and fell into a classroom (narrowly missing a student), asbestos sealant around the window perimeter was almost certainly released in the classroom. This issue is becoming more and more urgent.

13. The roof replacement and repair is of the highest urgency because the current water intrusion is promoting mold and affecting air quality, not to mention damaging the facility on an ongoing basis.

14. Lead paint is present in numerous classrooms and corridors on overhead ceiling trim. With low ceiling heights in several classrooms (accessible to students' reach) and numerous existing roof leaks, the likelihood of the paint being disturbed is high, and so the need for immediate correction.

15. Site Drainage and Water Intrusion. The school building forms 2 courtyards and surface drainage in these areas is a problem. Drainage in some areas is directed towards the building and into the below-grade entry wells. The basement currently floods during every significant rain event due to poor site and stairwell drainage. The urgency of this deficiency is clearly high.

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 project complies with all CDE Construction Guidelines to the best of our knowledge.

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

Ricardo Flores Magón Academy (RFMA) adheres to a rigorous budgeting and financial reporting process, reviewed quarterly by the BOD and our executive team, which ensures any emergent facility needs and expenditures are immediately identified and allocated. For the past 5 years, Ricardo Flores Magón Academy has been a fiscally sound entity and the school has consistently maintained positive net assets and generated a positive fund balance carry forward. Between 2011 and June 2017, RFMA successfully bore the costs of a major facility remodel in and the sustained expense of a lease on our former location all while continuing to meet programmatic and growth needs.

In evaluating the undertaking of this new capital project, RFMA engaged experts to share their understanding related to on-going costs associated with the facility once it is completed. Using past studies and averages as a guide we are projecting around \$17,500 monthly will be required for Utilities, Maintenance Salary, Maintenance Supplies and Maintenance Contracts. At \$211,000 per annum, this rate is lower than the \$220,000 we currently budget to address the on-going issues associated with the current building. As such, there is sufficient reason to believe that the school will be able to ensure the financial ability to provide upkeep for the project while also ensuring its overall financial health as an organization.

An expectation at RFMA is that students work with staff to keep our campus clean and in good repair as part of our community's commitment to a "leaving it better than we found it." The school engages the services of a maintenance and custodial team that is charged with maintaining our building's cleanliness and making immediate repairs to our facility. Professional tradespeople from our community are contracted to tackle major improvement and repair efforts. Moving forward, RFMA is confident in our maintenance and renewal strategies that have proved historically appropriate and achievable.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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:

At the time of purchase and relocation, the building had environmental and structural concerns but they were not severe enough to prohibit habitation of the space by students and staff.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

In 2011, prior to the current administration, the school took out a loan for \$1.5 million to renovate several classrooms, the gymnasium, media center, and to install a sprinkler system throughout the school.

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

The school took the last 18 months cultivating relationships with funders and lenders both locally and nationally in hopes of raising an awareness of need for a new building. To date, we received a \$200,000 grant from Gates Family Foundation that is conditionally based on securing a pathway to funding. We submitted a \$545,000 grant request to Adams County Open Spaces for site work to finally make the grounds more inclusive of the entire surrounding community. In conjunction with an Associate Vice President, we have put forward a proposal to Regis University to receive possible capital funding to help support the needs of their community and ours. A local funder, who wishes to remain anonymous at this point in time, is requesting a three-year financial scope of needs for the school related to a programmatic focus in which they are interested funding and has also requested this include capital needs. As such, there will likely be a gift of substantial amount awarded prior to the end of this fiscal year. Additionally, the Rapids are considering a contribution to the grounds to support their ongoing needs for a youth training area in our neighborhood (we've been a selected site for several years to host clinics). We were invited to submit information to Raza - a national low-interest lender focused on supporting the community we serve - for a loan to underwrite the match requirements and are presently awaiting final steps (they do not need to have priority placement on the school; thereby meeting the needs of the state to have first position on the property). Beyond this, the Hispanic Contractors of Colorado "adopted" us as their support program and continues to provide us with funds raised through their various fundraising efforts their membership undertake.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The school goes through an in-depth evaluative process at the start of each new budgeting cycle to review the current reality against the prior year's actuals. From there, we assess the projected reality-costs. By evaluating the current year's dollars-per-FTE we adjust our outlay according to what we've actually spent and add an additional buffer of \$50,000 to account for "urgent and unforeseen" issues. An example of this would be addressing the mold issues this year while also anticipating the possible bursting of corroded pipes in the coming year. For the SY17 our real costs amounted to \$287,411 or \$1029/FTE. While this included \$175,000 of "urgent and unforeseen" work, the original budget provided for \$162,000 or \$582/FTE.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

\$72,456 is our annualized amount spent on all associated utilities. We anticipate a slight potential increase in costs in this area simply due to adding a new HVAC system that would also include for air conditioning. Our overall capital savings, closer to \$20,000, will come in costs associated with items of the "urgent and unforeseen" nature as a result of the condition of the current building. We expect that more modern systems will come with a possible increase in cost; however, what we trade for is that we no longer are paying out to respond to systems that are constantly breaking down and causing greater issues within the school.

Current Grant Request:	\$15,560,678.90	CDE Minimum Match %:	19
Current Applicant Match:	\$818,983.10	Actual Match % Provided:	5
Current Project Request:	\$16,379,662.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Open Spaces Grant, Gifts, Donations and Financing

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Future Grant Requests:	\$0.00	Escalation %:	5
Total of All Phases:	\$16,379,662.00	Construction Contingency %:	3.5
Affected Sq Ft:	33,167	Owner Contingency %:	7
Affected Pupils:	280	Historical Register?	No
Cost Per Sq Ft:	\$493.85	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$88.16	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$405.70	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$58,499	Who owns the Facility?	Charter School
Gross Sq Ft Per Pupil:	118	If owned by a third party, explanation of ownership:	

Financial Data (Charter Applicants)

Authorizer Min Match %:	24%	CEFCA or financing attempts:	0
< 10% district bond capacity?	NA	Enrollment as % of district:	NA
Authorizer Bond Attempts:	NA	Free Reduced Lunch %	84.30%
Authorizer MLO Attempts:	NA	% of PPR on Facilities:	10.00%
Non-BEST Capital Grants:	0	Unreserved Gen Fund % Budget:	12.10%
3yr Avg OMFAC/Pupil:	\$1,661.70	FY17-18 CSCC Allocation:	\$73,497.13
Who will facility revert to if school ceases to exist?	As a charter school, our assets will be redistributed to another charter school or non-profit entity.		

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

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.

Question 2, subsections A-H are related directly to the factors used in calculating the matching percentage. Only respond in detail to the factors which you believe inaccurately or inadequately reflect financial capacity. For those factors which you believe accurately or adequately reflect financial capacity, please leave the response blank or type “Agreed”.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your charter school, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your charter school.

A waiver would help ensure Ricardo Flores Magón Academy’s ability to continue the programming we have worked hard to develop over the years without the setbacks associated with reallocating funding. To meet the matching requirements, our school would need to make substantial cuts to programs and personnel. A list of cost reallocations associated with this are attached and highlight the depth to which we would go to meet the matching requirements. Ricardo Flores Magón Academy would undertake the collapse of kindergarten into a single classroom in order to minimize the costs associated with providing a free full-day class to a high poverty and at-risk population of students. We would also operate under a hiring freeze while sustaining a growth in the student population. Our technology growth (student Chromebooks) would be frozen, while cutting one of our Specials classes (art or drama) would become equally necessary. Additionally, we would reduce the amount spent per pupil on both classroom supplies and curriculum while also cutting expenses per teacher for external professional development opportunities. As quickly becomes evident, the cost of complying with the entire matching contribution would significantly limit the educational opportunities for our students.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

The school undertook over \$150,000 worth of mold remediation during the 2017-18 school year which hindered its ability to put aside any savings of their own.

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

A. Weighted average of district matches which comprise the student population.

Applicant's Weighted Average: 24%

Agreed - 24%

B. Does the authorizing district have 10% or less bonding capacity remaining?

Applicant's Response: N/A – CSI School

Adjustment: N/A

As a CSI school we don't have access to bonds at all. Different from district charter schools, CSI schools are not provided access to district bond initiatives and funding. This severely impacts our ability to access funds from local community members who support schools.

C. Is the charter school in a district owned facility?

Applicant's Response: N/A – CSI School

Adjustment: N/A

N/A – CSI School

D. How many times has the charter school attempted or attained bond proceeds from an authorizer's ballot measure for capital needs?

Applicant's Total: N/A – CSI School

Adjustment: N/A

The lack of adjustment inadequately reflects the reality and the school should be provided a decrease to offset the fact that they are not able to seek funding through this route. At this time, CSI schools are not permitted access to any Mill Levey monies. As such, this means we lose access to at least \$300,000 per year.

E. How many times has the charter school attempted to do a special mill levy override pursuant to 22-30.5-405 for capital needs?

Applicant's Total: N/A – CSI School

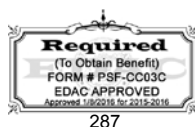
Adjustment: N/A

Don't have access to this funding either.

F. How many times has the charter school attempted or attained grant funding through a non-BEST source for capital needs?

Applicant's Total: 0

Adjustment: 0% decrease of max 5%



Since we submitted the questionnaire, we have since submitted for grants from Gates Family Foundation, Open Spaces Grant, and the Calder Foundation. Based on conversations with staff, we should be afforded a 3% reduction in our match to reduce it from 19% to 16% as a starting place.

G. How many times has the charter school attempted or attained funding through CECFA or another type of financing?

Applicant's # Attained: 0

Adjustment: 0% decrease of max 5%

Agreed

H. Charter school enrollment as a percent of district enrollment.

Applicant's Enrollment: N/A – CSI School

Adjustment: N/A

N/A – CSI School

I. Free/reduced lunch percentage in relation to the statewide average charter school free/reduced lunch percentage?

Applicant's FRED: 84.30%

Adjustment: -5% (decrease)

This percentage is inaccurate based on current numbers as well as numbers used by the SFA at the start of the school year. The report used by the SFA shows a total student count a full twenty students over the October Count number of record submitted to and approved by CSI. This difference is important as it is indicative of two things: (1) the percentage is going to change with corrected numbers and (2) the validity of the Free and/or Reduced rolls is now called into question. We stipulate that our FRL percentage is at least 93% and are in the process of addressing this discrepancy with our authorizer to determine appropriate next steps. The reality is that while we receive support Title I funding to aide us in providing access to resources for our students, there is just simply not enough funding to provide enough of what they need. Additionally, operating at a 9% difference (84% v 93%) is a substantial amount of money. In January we experienced an "adjustment" of \$16,000 being taken from us because our reported numbers for FRL were lower. Again, the reality and records are showing a discrepancy.

J. Percentage of PPR spent on non M&O facilities costs.

Applicant's % PPR: 10.00%

Adjustment: +1% (increase)

Agreed

K. Unreserved fund balance as a percent of budget.

Applicant's % of Budget: 12.10%

Adjustment: -1% (decrease)

Agreed

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

RFMA has worked diligently over the last 18 months to cultivate relationships with various organizations and foundations to reach the fundraising goal of our match requirements:

- Gates Family Foundation - \$200,000 (grant conditional upon receipt of BEST)
- Adams County Open Spaces Grant - \$545,000 (pending) grant for shared community spaces on the grounds
- Anonymous/Unnamed Funder – in current discussions about donation amount for capital campaign
- Regis University – in current discussions about possible contribution to campaign
- Colorado Rapids – in conversations about contribution to field space conversion to proper soccer fields
- Calder Foundation – declined grant request for \$150,000

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

5%

CDE Minimum Match Percentage:

19%



● **Facilities Impacted by this Grant Application** ●

ATLAS PREPARATORY - HS Roof Replacement - Atlas Prep HS - 1984

District:	Auditor - Harrison 2
School Name:	Atlas Prep HS
Gross Area (SF):	136,364
Number of Buildings:	1
Replacement Value:	\$26,251,998
Condition Budget:	\$4,585,564
Total FCI:	0.17
Adequacy Index:	0.10



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$5,077,933	\$1,958,726	0.39
Equipment and Furnishings	\$81,290	\$0	0.00
Exterior Enclosure	\$2,337,254	\$498,365	0.21
Fire Protection	\$223,779	\$0	0.00
HVAC System	\$4,511,118	\$0	0.00
Interior Construction and Conveyance	\$3,547,950	\$1,465,644	0.41
Plumbing System	\$1,877,434	\$36,438	0.02
Site	\$1,812,927	\$626,390	0.35
Structure	\$6,782,313	\$0	0.00
Overall - Total	\$26,251,998	\$4,585,563	0.17

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: ATLAS PREPARATORY

County: EL PASO

Project Title: HS 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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

The high school facility was initially leased in December 2012 and we began renovations on the first floor, north wing of the building in January 2013. Over 15,000 feet was renovated to create five classrooms, a small counseling center, a computer lab, restrooms, a front office and cafeteria. The renovations were completed in July 2013 and accommodated 120 9th grade students.

In January 2014, renovations to the remaining 15,000 sq ft of the first floor, south wing began. The renovation allowed for the creation of 7 additional classrooms, a larger counseling center, more restrooms, an atrium, teacher offices and second computer lab. The first floor was completed in July 2014 and a total of 215 students in 9th and 10th grade were enrolled. In November 2014, renovations to the entire 30,000 sq ft second floor began. The project was completed in July 2015 and entailed the creation of 19 classrooms, 9 staff and faculty office spaces, a larger cafeteria, restrooms, two computer labs and chemistry lab. At present, 440 students and 36 staff members occupy the facility.

Deficiencies Associated with this Project:

The building that the high school occupies was reportedly built in 1988. The existing roof has not been replaced since original construction, which means the current roof is 30 years old. The existing roof is a built up roof with a cap sheet, this type of roof has a useful life of approximately 25 years. This roof is beyond its useful life and should be replaced. There are numerous ongoing leaks especially at drains, penetrations and walls. Upon inspection of the roof, drains and penetrations have had multiple repairs and the wall flashings are deteriorated. Unfortunately, the ongoing repairs being performed at this point are a temporary fix as the problems reoccur within a short period of time.

Proposed Solution to Address the Deficiencies Stated Above:

Cave Consulting Group performed a visual roof inspection of the roof and noted multiple deficiencies. They also performed roof cuts to determine the existing roofing assembly. Cave Consulting Group recommends a new smooth surface built up roof with new R-30 insulation, new sheetmetal and new roofing accessories. There are two stairwells with standing seam metal roofs that have been an ongoing maintenance issue. On these Cave Consulting recommends replacing the standing seam roofs and installing new ice and water shield underlayment.

How Urgent is this Project?

The roofing systems should be replaced within the next year and a half. Continued leaking can be a distraction to the learning environment as school resources are refocused on managing ongoing leaks. Apart from disrupting the learning environment, continued leaks can cause damage to educational materials in 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 design for the new roofing systems will conform to the Public Schools Construction Guidelines.

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

BEST FY2018-19 GRANT APPLICATION SUMMARIES

At the project's completion, selected School District personnel will be trained by the roofing contractor to repair 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. At least two times a year School District personnel will access the roof to remove debris from drains, drainage scuppers and other areas on the roof.

Brittney, can you add your strategy for funding the next roof 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:

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 initially leased the high school facility in December 2012 and began renovations immediately. Atlas chose to do a remodel, rather than new build because the property's location was ideal and the price was very affordable. The facility is less than half a mile from our current middle school location, and it was for sale at approximately a third of the market value due to the previous government contractor going out of business.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Upon purchase in 2012, major renovations began to convert the building into a space complete with classrooms, a cafeteria, offices and hallways. A second capital project took place in 2015 when the 30 year old boiler was replaced after failing repeatedly.

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

Atlas has applied for capital grants from major foundations and has also placed funds in a capital reserve fund to assist in the cost of the roof project.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The School receives Charter School Capital Construction funding in the amount of approximately \$240,000 annually. In addition, Atlas is required to contribute 2.5% of operating expenses to a bond repair and replacement reserve fund. These funds are allocated from per pupil revenue and can be used by the School for capital projects as needed and replenished at a later date. The amount per student is \$298.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

n/a

Current Grant Request:	\$457,104.42	CDE Minimum Match %:	42
Current Applicant Match:	\$331,006.65	Actual Match % Provided:	42
Current Project Request:	\$788,111.07	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Lane Foundation matching funds and Capital Reserve Fund
Future Grant Requests:	\$0.00	Escalation %:	5
Total of All Phases:	\$788,111.07	Construction Contingency %:	8
Affected Sq Ft:	36,100	Owner Contingency %:	5
Affected Pupils:	440	Historical Register?	No
Cost Per Sq Ft:	\$21.83	Adverse Historical Effect?	No

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Soft Costs Per Sq Ft:	\$1.42	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$20.40	Is a Master Plan Complete?	No
Cost Per Pupil:	\$1,791	Who owns the Facility?	Charter School
Gross Sq Ft Per Pupil:	82	If owned by a third party, explanation of ownership:	

Financial Data (Charter Applicants)

Authorizer Min Match %:	52%	CEFCA or financing attempts:	1
< 10% district bond capacity?	N	Enrollment as % of district:	3.76%
Authorizer Bond Attempts:	0	Free Reduced Lunch %	90.70%
Authorizer MLO Attempts:	0	% of PPR on Facilities:	16.00%
Non-BEST Capital Grants:	0	Unreserved Gen Fund % Budget:	26.50%
3yr Avg OMFAC/Pupil:	\$2,358.14	FY17-18 CSCC Allocation:	\$247,394.18

Who will facility revert to if school ceases to exist?

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.

● Facilities Impacted by this Grant Application ●

HARRISON 2 - ES Security Entrances - Bricker ES - 1980*

School Name: Bricker ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	56,186
Replacement Value:	\$13,043,212
Condition Budget:	\$7,697,820
Total FCI:	59.02%
Energy Budget:	\$0
Suitability Budget:	\$2,346,100
Total RSLI:	8%
Total CFI:	77.0%
Condition Score: (60%)	3.32
Energy Score: (0%)	1.88
Suitability Score: (40%)	4.22
School Score:	3.68



HARRISON 2 - ES Security Entrances - Centennial ES - 1972*

School Name: Centennial ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	57,670
Replacement Value:	\$14,008,096
Condition Budget:	\$7,986,338
Total FCI:	57.01%
Energy Budget:	\$20,185
Suitability Budget:	\$1,745,800
Total RSLI:	15%
Total CFI:	69.6%
Condition Score: (60%)	3.51
Energy Score: (0%)	1.98
Suitability Score: (40%)	4.36
School Score:	3.85



HARRISON 2 - ES Security Entrances - Chamberlin Academy - 1957*

School Name: Chamberlin Academy

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	41,872
Replacement Value:	\$10,939,387
Condition Budget:	\$6,786,678
Total FCI:	62.04%
Energy Budget:	\$14,655
Suitability Budget:	\$830,500
Total RSLI:	11%
Total CFI:	69.8%
Condition Score: (60%)	3.15
Energy Score: (0%)	1.25
Suitability Score: (40%)	4.49
School Score:	3.69



*2009 Assessment Data

● Facilities Impacted by this Grant Application ●

HARRISON 2 - ES Security Entrances - Giberson ES - 1975*

School Name: Giberson ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	59,245
Replacement Value:	\$15,203,515
Condition Budget:	\$5,447,785
Total FCI:	35.83%
Energy Budget:	\$0
Suitability Budget:	\$1,648,800
Total RSLI:	24%
Total CFI:	46.7%
Condition Score: (60%)	3.50
Energy Score: (0%)	2.29
Suitability Score: (40%)	4.27
School Score:	3.81



HARRISON 2 - ES Security Entrances - Monterey ES - 1969*

School Name: Monterey ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	51,605
Replacement Value:	\$12,071,109
Condition Budget:	\$7,145,206
Total FCI:	59.19%
Energy Budget:	\$18,062
Suitability Budget:	\$2,253,200
Total RSLI:	10%
Total CFI:	78.0%
Condition Score: (60%)	3.58
Energy Score: (0%)	1.77
Suitability Score: (40%)	4.05
School Score:	3.77



HARRISON 2 - ES Security Entrances - Oak Creek ES - 1983*

School Name: Oak Creek ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	58,458
Replacement Value:	\$14,349,883
Condition Budget:	\$8,016,237
Total FCI:	55.86%
Energy Budget:	\$0
Suitability Budget:	\$2,327,700
Total RSLI:	17%
Total CFI:	72.1%
Condition Score: (60%)	3.48
Energy Score: (0%)	1.88
Suitability Score: (40%)	4.20
School Score:	3.77



*2009 Assessment Data

● Facilities Impacted by this Grant Application ●

HARRISON 2 - ES Security Entrances - Otero ES - 1987*

School Name: Otero ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	55,500
Replacement Value:	\$14,521,554
Condition Budget:	\$9,643,804
Total FCI:	66.41%
Energy Budget:	\$0
Suitability Budget:	\$2,363,100
Total RSLI:	8%
Total CFI:	82.7%
Condition Score: (60%)	3.50
Energy Score: (0%)	1.98
Suitability Score: (40%)	4.18
School Score:	3.77



HARRISON 2 - ES Security Entrances - Pikes Peak ES - 1964*

School Name: Pikes Peak ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	51,135
Replacement Value:	\$12,897,407
Condition Budget:	\$8,144,547
Total FCI:	63.15%
Energy Budget:	\$17,897
Suitability Budget:	\$1,358,100
Total RSLI:	5%
Total CFI:	73.8%
Condition Score: (60%)	3.17
Energy Score: (0%)	1.98
Suitability Score: (40%)	4.35
School Score:	3.64



HARRISON 2 - ES Security Entrances - Sand Creek ES - 1996*

School Name: Sand Creek ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	62,958
Replacement Value:	\$14,673,509
Condition Budget:	\$6,776,848
Total FCI:	46.18%
Energy Budget:	\$0
Suitability Budget:	\$1,066,900
Total RSLI:	17%
Total CFI:	53.5%
Condition Score: (60%)	3.50
Energy Score: (0%)	2.08
Suitability Score: (40%)	4.55
School Score:	3.92



*2009 Assessment Data

● Facilities Impacted by this Grant Application ●

HARRISON 2 - ES Security Entrances - Soaring Eagles ES - 2003*

School Name: Soaring Eagles ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	58,104
Replacement Value:	\$13,485,495
Condition Budget:	\$2,526,664
Total FCI:	18.74%
Energy Budget:	\$0
Suitability Budget:	\$2,156,500
Total RSLI:	37%
Total CFI:	34.7%
Condition Score: (60%)	3.68
Energy Score: (0%)	2.08
Suitability Score: (40%)	4.26
School Score:	3.92



HARRISON 2 - ES Security Entrances - Stratmoor Hills ES - 1963*

School Name: Stratmoor Hills ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	47,800
Replacement Value:	\$12,130,880
Condition Budget:	\$7,235,304
Total FCI:	59.64%
Energy Budget:	\$16,730
Suitability Budget:	\$922,800
Total RSLI:	7%
Total CFI:	67.4%
Condition Score: (60%)	3.38
Energy Score: (0%)	1.88
Suitability Score: (40%)	4.40
School Score:	3.79



HARRISON 2 - ES Security Entrances - Stratton Meadows ES - 1953*

School Name: Stratton Meadows ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	56,893
Replacement Value:	\$14,185,604
Condition Budget:	\$6,591,947
Total FCI:	46.47%
Energy Budget:	\$19,913
Suitability Budget:	\$1,287,800
Total RSLI:	13%
Total CFI:	55.7%
Condition Score: (60%)	3.26
Energy Score: (0%)	1.67
Suitability Score: (40%)	4.34
School Score:	3.69



*2009 Assessment Data

● **Facilities Impacted by this Grant Application** ●

HARRISON 2 - ES Security Entrances - Turman ES - 1987*

School Name: Turman ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	55,500
Replacement Value:	\$13,367,577
Condition Budget:	\$7,990,269
Total FCI:	59.77%
Energy Budget:	\$0
Suitability Budget:	\$1,941,400
Total RSLI:	12%
Total CFI:	74.3%
Condition Score: (60%)	3.50
Energy Score: (0%)	2.19
Suitability Score: (40%)	4.11
School Score:	3.75



HARRISON 2 - ES Security Entrances - Wildflower ES - 1983*

School Name: Wildflower ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	55,500
Replacement Value:	\$12,605,015
Condition Budget:	\$7,185,335
Total FCI:	57.00%
Energy Budget:	\$0
Suitability Budget:	\$1,480,300
Total RSLI:	11%
Total CFI:	68.7%
Condition Score: (60%)	3.33
Energy Score: (0%)	2.08
Suitability Score: (40%)	4.24
School Score:	3.70



*2009 Assessment Data

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: HARRISON 2

County: EL PASO

Project Title: ES Security Entrances

Applicant Previous BEST Grant(s): 7

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"/> Technology |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Harrison School District 2 has 14 Elementary schools, 3 Middle schools, 2 High schools and 1 K-8 school with a total square footage of approximately 1.75 million square feet. The district enrolls approximately 9,500 students, with approximately 75% free and reduced, 20% SPED, and 17% ELL. The elementary schools range in age from 65 to 15 years old, with the average age at 41 years old. The district also includes 5 charter schools enrolling approximately 2000 students. Over the years, the district has made additions and renovations to many of the schools. The last bond was passed in 2001, which constructed 3 new schools (1 elementary) and remodeled 3 schools (1 elementary). The district enrollment has been relatively steady over the past 10 years and development is essentially built out resulting in no needs for a new school based on enrollment growth. In the last decade, the district has implemented many successful programs/strategies that have earned the district state and national recognition. Parents are active in the district and support the schools. Student success has risen and is expected to continue to rise. This success has led to an increase in out of district students at the elementary level. The district has focused dollars in the classroom for the last decade, but has still maintained the schools in good condition. In recent years, the district has focused capital reserve monies on roofs, buses, security, boilers and HVAC equipment, as well as numerous smaller projects. The district sits in the southeast corner of Colorado Springs and experiences a relatively high crime rate. The community is taking positive steps to address the issues and improve the quality of life in the district.

Deficiencies Associated with this Project:

Harrison School District 2 elementary schools were designed and built with a main entrance that opens immediately into a main hallway. The main entrances consist of a vestibule with a paired set of doors for energy efficiency. Once through the main doors, there is unabated access to the main hallway of the schools. The main offices are located just inside the main entrances but there is no physical boundary requiring entrance into the main office prior to entering the main hallways. The main entrance doors are controlled using the building automation system and key cards. Each main entrance is kept locked throughout the school day, has a door bell that guests ring to enter, an intercom for communicating with guests prior to entrance, and a camera at the main entrance with a monitor in the main office to identify guests. Each school has a minimum of two other exterior doors with key card access to allow access to/from parking lots and playgrounds. All exterior doors are kept shut and locked throughout the school day with access by staff using key cards and by guests using the access controls identified above at the main entrance. Once guests enter the schools, they are required to enter the main office and sign in. The district uses the Raptor visitor system to conduct a quick background check of all visitors and to issue a visitor badge that must be worn in the building. While the district requires visitors to check in at the main office, there is no physical barrier to a guest proceeding into the school without checking in. During busy times, visitors have entered the school without checking in. New school design incorporates physical boundaries requiring visitors to enter a contained area and undergo a background check prior to gaining access to the main hallways of the school. This is accomplished by a security window in the entrance vestibule or by forcing guests to enter the main office and present identification. The design of our elementary schools does not allow for retrofitting security windows in the entrance vestibules. As currently built, once a guest enters the building, they have unabated access to the main hallways and the occupants of the buildings. With the current nationwide focus on the numerous assaults in schools and the deaths of students and staff, the current access controls are unacceptable in meeting the risks and would likely fail the requirements under the Claire Davis act.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Proposed Solution to Address the Deficiencies Stated Above:

In order to strengthen current security protocols, protect students and staff, and increase the security as required under the Claire Davis act, the district is proposing to add a security vestibule at the main entrance to each elementary school. The vestibule would block entrance to the main hallways to guests or intruders, requiring entrance into the main office where the guest would sign in and undergo a quick background check using the Raptor system. This vestibule would ensure that all guests go through this security process. The guests will then be buzzed into the school once they have completed the security check-in process. Adding the security vestibule involves adding a wall with another set of doors at the main entrance hallway. The wall and doors will mirror the existing vestibule wall and doors for proper ingress and egress and to conform to existing fire codes. The doors will be connected to the building automation system, as well as the fire/security alarm system. A card reader will be added to the doors to enable easy ingress by staff holding active key cards. The doors will have an electronic release installed so the main office staff can buzz guests in through the doors once the guests have completed the security check-in process. Where needed (Bricker, Oak Creek, Otero, Turman, and Wildflower), a card reader and electronic release will also be added to the existing office door furthest from the entry area to enable staff and guests to access that part of school. The resolution for Stratmoor Hills requires adding another vestibule wall with 2 sets of double doors to match the existing entryway. It will also involve converting an existing office window to an ADA level transaction window. The following table outlines the scope of the solution at each school.

SchoolScope outline

Bricker Elementary

Oak Creek Elementary

Otero Elementary

Truman Elementary

Wildflower Elementary Add a pair of doors across corridor (11' hallway) with card access and electronic release from office.

Add card access and electronic release to existing office area door furthest from entry area. The door from entry area to office will remain uncontrolled to allow visitors to enter the office.

Centennial Elementary Add a pair of doors across corridor (7' hallway) with card access and electronic release from office.

The door from entry area to office will remain uncontrolled to allow visitors to enter the office.

Chamberlain Elementary

Pikes Peak Elementary Add a pair of doors across corridor (14' hallway) with card access and electronic release from office.

The door from entry area to office will remain uncontrolled to allow visitors to enter the office.

Sand Creek Elementary

Soaring Eagles Elementary Add a pair of doors across corridor (14' hallway) with card access and electronic release from office. The door from entry area to office will remain uncontrolled to allow visitors to enter the office.

Giberson Elementary Add a pair of doors across corridor (10' hallway) with card access and electronic release from office. The door from entry area to office will remain uncontrolled to allow visitors to enter the office.

Monterey Elementary Add a pair of doors across corridor (6.5' hallway) with card access and electronic release from office.

Add card access and electronic release to existing corridor door. The door from entry area to office will remain uncontrolled to allow visitors to enter the office.

Stratmoor Hills Elementary Add 2 pairs of doors across corridor (14' hallway) with card access and electronic release from office on one pair. Location to be between pairs of doors to cafeteria and office corner +/- Basis of door/partition at this school to be interior storefront for the size of the corridor to be crossed. Doors to cafeteria that are within the proposed new secure entry shall have entry hardware removed so they are exit only from cafeteria. Convert existing window in office area to ADA level speak through/pass through transaction window. Maintain fire rating of office/window opening.

Stratton Meadows Elementary Add a pair of doors across corridor (10' hallway) with card access and electronic release from office. The door from entry area to office will remain uncontrolled to allow visitors to enter the office.

In the case of an intruder, the addition of the security vestibule should act as a physical deterrent. Requiring the intruder to enter the main office will provide staff the opportunity to interact with any unknown person and evaluate the potential for an incident. The intruder would have to overpower the office staff and operate the entry buzzer to gain access, or physically overpower the locked doors. In either case, this would buy time for the staff to react and also act as a mental deterrent to any possible intruder. All school offices are equipped with a "panic" button that demagnetizes the school doors, shutting the classroom and hallway doors that are locked to prevent entry. The "panic" button also sounds an audible alarm in the school

BEST FY2018-19 GRANT APPLICATION SUMMARIES

and notifies district central staff of an issue at the school. The addition of the security vestibules will greatly increase the deterrence of an intruder and will greatly increase the security of the staff and students in the case of a potential armed intruder.

How Urgent is this Project?

This project increases in urgency with every school shooting that occurs throughout the country. HSD2 is located in the southeast section of Colorado Springs, one of two areas in the state that were identified as high crime areas receiving a community grant to address crime issues. The Claire Davis act requires school districts to take every reasonable action to protect students and staff. Over the past few years, the district has proactively improved the security posture of the schools, adding cameras, panic buttons, magnets on classroom doors, security staff, and conducting numerous trainings throughout the district. The addition of the security vestibules is scheduled to be completed in the summer of 2019, at the earliest opportunity following approval of the grant request. This project has the district's highest priority.

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 installation of the walls, doors, card readers, and electronic releases will be incorporated into the current maintenance plan. The district currently sets aside money on an annual basis for the maintenance of card readers, doors, and electronic releases. The walls and doors should last for the expected life of the buildings and should not require replacement. If the doors do require replacement at some point, the district allocates \$75,000 per year in capital improvement funds for the replacement of doors (generally exterior doors that are subject to the weather). The district already allocates \$25,000 annually for the replacement of door hardware, card readers, and electronic releases.

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 of the schools were in excellent condition when constructed and they have been maintained in good condition. The schools were built prior to the requirements of the Claire Davis act and the current stringent security requirements.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

All of the schools have had various small projects completed in the last 3 years. Large projects include replacing the roofs at Pikes Peak and Stratmoor Hills, replacing the chiller at Otero, replacement of various outside lights with LED to improve lighting for security, upgrade and install cameras for security, replacement/upgrade of various Bogun announcing/bell systems, upgrading of security radios throughout the district, replacement of numerous RTU's, replacement of numerous doors, windows, etc.

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

The district has failed three Mil-Levy Override (MLO) elections in the last decade. The district has researched other potential assistance for this project but has been unsuccessful in obtaining funding assistance.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The district budgets capital reserve on an annual basis. For the 2017/18 school year, the district budgeted \$256/FTE on a district wide basis. A Capital Reserve committee meets annually to identify and prioritize capital outlays across the district.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$439,318.32	CDE Minimum Match %:	49
Current Applicant Match:	\$439,318.32	Actual Match % Provided:	50

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Current Project Request:	\$878,636.64	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	General Fund
Future Grant Requests:	\$0.00	Escalation %:	7.5
Total of All Phases:	\$878,636.64	Construction Contingency %:	11.5
Affected Sq Ft:	768,426	Owner Contingency %:	10
Affected Pupils:	5,269	Historical Register?	No
Cost Per Sq Ft:	\$1.14	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$0.03	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$1.11	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$166.76	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	146	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	11,118	Bonded Debt Approved:	
Assessed Valuation:	\$648,359,530	Year(s) Bond Approved:	
PPAV:	\$58,316	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$22,808,871	Year(s) Bond Failed:	
Median Household Income:	\$41,933	Outstanding Bonded Debt:	\$38,810,000
Free Reduced Lunch %:	74.8%	Total Bond Capacity:	\$129,671,906
Existing Bond Mill Levy:	8	Bond Capacity Remaining:	\$90,861,906
3yr Avg OMFAC/Pupil:	\$1,728.40		

● **Facilities Impacted by this Grant Application** ●

PEYTON 23 JT - CTEF Roof Replacement - Peyton Career Technical Education Facility - 1957

District:	Auditor - Peyton 23 JT
School Name:	Peyton Career Technical Education Facility
Gross Area (SF):	43,667
Number of Buildings:	1
Replacement Value:	\$9,477,831
Condition Budget:	\$5,196,825
Total FCI:	0.55
Adequacy Index:	0.19



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,778,744	\$1,309,066	0.74
Equipment and Furnishings	\$140,933	\$176,167	1.25
Exterior Enclosure	\$1,307,032	\$551,175	0.42
Fire Protection	\$2,023	\$321,335	158.82
Furnishings	\$256,861	\$227,599	0.89
HVAC System	\$1,124,177	\$128,174	0.11
Interior Construction and Conveyance	\$1,805,512	\$1,605,799	0.89
Plumbing System	\$611,589	\$654,970	1.07
Site	\$954,718	\$543,877	0.57
Structure	\$1,496,241	\$30,000	0.02
Overall - Total	\$9,477,831	\$5,548,162	0.59

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: PEYTON 23 JT

County: EL PASO

Project Title: CTEF Roof Replacement

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 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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

The Peyton School District has been in existence since 1888. Until the 1990s, the school was a small K-12 school that housed fewer than 150 students, primary through 12th grade. In 1990's a housing boom created the need for a new elementary school. By 1997, the numbers had grown to nearly 500 students. In 2004, there were enough students that the District was able to pass a Bond for a new high school. At its peak in 2006, the District held nearly 662 students. At this time, the District occupied three buildings. The elementary housed students from grades pre-school through 5th, the high school house 262 students and middle school students, grade 6-8 were housed in the oldest building. The building was a creation of many different additions and remodels including the original 1957 K-12, seven room school house, the 1964, 1974, 1984 and 1997 portions. This is now what we call the Career Technical Education Facility (CTEF).

The District has always flirted with being as academically strong as the nearby district (D-20, D-38 and D-14), but as growth continued, or as the economy reduced our student body, we falter a little, only to rebound in subsequent years. The most recent recognition was from our elementary school which received the Governor's Distinguished Improvement Award.

The District has been very competitive in the sports arena. Our other programs deserve recognition as well, for example having 14 students in our stringed orchestra, most who participate in the Colorado Springs Youth Symphony and our Match Wits team has competed on the National arena recently. The Board has always supported Athletics and Fine Arts for all students.

Most recently, the Board stepped out of the box and began a Woods Manufacturing Program that has international support for the teaching of lean manufacturing through the use of woods. The Industry has supported the educational piece by allowing the District to use over \$800,000 worth of new machinery, much of it technology driven, so that students can be prepared for the workforce. Companies from Germany, Australia, Canada and all over the United States are looking for opportunities to work with our students. This drove the District to begin to repurpose the old school CTEF to an up to date, state of the art, Career Technical Education Facility. In addition to the Wood's Manufacturing classes were offer; we now house an auto class, business education, robotics and Hybrid Online Academy. This building had been vacant since 2008, but in 2015 it was revitalized and serves over 250 students a day. In 2016, we served 12 different high schools from eight different school districts.

The District has spent over \$600,000 in the past three years on CTEF, with new HVAC, a Three Phase Converter, roof replacement, repurposing rooms for technology driven classrooms, new lighting, security systems, fire alarm systems and asbestos removal. The District is currently replacing all the door and window frames at the elementary and has added a heating and cooling system as well.

In 2017, the patrons of the Peyton School District approved a five year Mill Levy Override where the District will use 25% of the \$183,000 a year to directly assist the District for capital improvements.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Deficiencies Associated with this Project:

The Peyton Career Technical facility building was originally built as a K-12 school in 1955. It has changed function many times and has had numerous addition and renovation projects over the years, and as a result, the existing roof consists of multiple roof system types. In December of 2017, RTA Architects and Cave Consulting Group completed a roof system survey for the Peyton School District. This assessment report is attached to this application for reference. Existing roof assembly descriptions are included and deficiencies are identified and organized by roof area and indicated by a letter. The report recommends roof replacement of areas A, B, C, D, E, F, G.

Roof Areas J and K were replaced in 2015 as a result of a major roof failure. These areas are not included in the proposed roof scope of this grant application.

Roof Area H is a sloped asphalt shingle roof that has been replaced recently. This area is not included in the proposed roof scope of this grant application.

Roof Area F is located over school district support space including storage of district furniture, and equipment. Because these spaces are not used for student education purposes, this area is not included in the proposed roof scope of this grant application.

The following deficiencies are evident in the existing roof systems.

Roof Area A

Roof Area A is located over classroom space currently used for the Peyton Online Academy. This roof area is a low slope standing seam metal roof system with an elastomeric coating. The original standing seam metal roof was installed in 1989 as part of the original pre-engineered metal building. An elastomeric coating over the metal has been installed, but the date of this installation is unknown. It slopes at approximately 3" per foot. The metal roofing acts as the structural metal deck and insulation is pinned to the underside. Deficiencies with this system include continual leaks at mechanical equipment penetrations. Flashing repairs have been made at mechanical areas, but they are now beginning to leak again.

Roof Area B

Roof Area B is located over career technical education classroom space that is currently used for the woods manufacturing program. This low slope roof area is fully adhered fleeceback EPDM roof membrane over 1 ½" polyisocyanurate rigid insulation over graveled built up roof over ¾" perlite over 1 ½" polyisocyanurate rigid insulation over a precast concrete T deck. The fleeceback EPDM membrane was installed in 1997, and has surpassed its useful life and is in poor condition. The roof in this area appears to slope at ¼" per foot. Deficiencies in these systems include damaged or open flashing, failing membrane flashing at mechanical penetrations and curbs, and many areas of roof membrane deterioration. A number of repairs have been made to this roof over the years, but unfortunately, some of the repairs were completed with incompatible materials and the roof deterioration in these areas has worsened.

Roof Area C

Roof Area C is located over career technical education classroom space that is currently used for the automotive repair program. This roof area is a low slope seam metal roof system with a painted coating. The original seam metal roof was installed in 1989 as part of the original building addition construction. The roof system consists of the seam metal roofing over steel channel purlins over steel joist roof structure. The seam metal roofing is acting as the structural roof deck in addition to providing weather protection. It is unclear when the coating was applied to this metal roof. Spray on insulation has been sprayed on the underside of the metal deck. Deficiencies include flashing repairs along the south wall, and poor flashing where this roof ties into the higher wall along the south. No gutters are provided to direct the water along the north, which causes ice to build up at the base of the wall. In addition to the deficiencies listed above, there have been modifications to two structural roof joist that require immediate attention to maintain student safety. These joists appear to have been modified to allow the installation of an overhead door. The Peyton School District will install temporary roof structure shoring, but a permanent roof structure repair strategy is required in this area.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Roof Area D

Roof Area D is located over drama program support space that is currently used for support of the drama and theater arts program. This low slope roof area is fully adhered EPDM roof membrane over 1 ½" polyisocyanurate rigid insulation over graveled built up roof over 1 ½" polyisocyanurate rigid insulation over a metal roof deck. The EPDM membrane was installed in 1997, and has surpassed its useful life and is in poor condition. The roof in this area appears to slope at ¼" per foot. Deficiencies in these systems include damaged or open flashing, and many areas of roof membrane deterioration. Along the east side, membrane flashing is deteriorating and is pulling away from the parapet wall allowing potential leaking. Multiple membrane flashing repairs have been completed at scupper locations, but these areas continue to be a problem for maintenance staff. Although other repairs have been made to this roof over the years, unfortunately, some of the repairs were completed with incompatible materials and the roof deterioration in these areas has worsened.

Roof Area E

Roof Area E is located over drama program support space that is currently used for support of the drama and theater arts program. This low slope roof area is fully adhered fleeceback EPDM roof membrane over graveled built up roof over 1" wood fiber board over a wood roof deck. The EPDM membrane was installed in 1997 has surpassed its useful life and is in poor condition. The roof in this area appears to slope at ¼" per foot. Deficiencies in these systems include damaged or open flashing, failing membrane seams and many areas of roof membrane deterioration. Due to inconsistent slope, ponding water occurs after storms. Membrane repairs have been made to this roof, but the membrane patches are now failing in some areas, and multiple membrane roofing seams in area E have failed. Additionally, the flashing is pulling away from the wall in multiple locations along the south side of area E.. Gutters at this roof area are in disrepair and downspouts need to be replaced to protect the building edge and landscaping and building elements below.

Roof Areas G

Roof Area G is located above a required exit path. The space also includes electrical equipment that supports the woods Manufacturing space. This low slope roof area is fully adhered EPDM roof membrane 1/2" wood fiber board over a wood roof deck. The EPDM membrane installed in 1997 has surpassed its useful life and is in poor condition. The roof in this area appears to slope at ¼" per foot. Deficiencies in these systems include flashing pulling away from walls, scupper flashing damage and roof membrane deterioration. Leaks have occurred in this area causing damage to interior paint and floor finishes. Immediate repairs are required where the roofing is flashed into the scupper and downspout. The scupper and downspout in this area are damaged and not sealed properly causing leaking down the face and into the inside of the exterior wall. Exterior finishes are damaged and need to be repaired

Proposed Solution to Address the Deficiencies Stated Above:

In December of 2017, Peyton School District had a roof system survey completed by RTA Architects and Cave Consulting Group. This assessment report has been attached to this application for reference. Existing roof assembly descriptions are included and deficiencies are identified and organized by roof area and identified by a letter. The report recommends roof replacement of areas A, B, C, D, E, F, G.

Roof areas J and K were replaced in 2015 as a result of a major roof failure. These areas are not included in the proposed roof scope of this Grant Application.

Roof area H is a sloped asphalt shingle roof that has been replaced recently. This area is not included in the proposed roof scope of this Grant Application.

Roof Area F is located over school district support space including storage of district furniture, and equipment. Because these spaces are not used for student education purposes, this area is not included in the proposed roof scope of this grant application.

The following describes the proposed solution for each of the defined roof areas.

Roof Area A

At area A the existing elastomeric coating will be cleaned and receive two coats of spray on acrylic elastomeric roof coating

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over one coat of acrylic primer applied over the existing elastomeric coating. Dry film thickness of each coat shall be approximately 10 mils. This coating will seal any openings in the roof and has the ability to be elastic as the metal roofing expands and contracts with thermal pressures. This coating will be applied to all metal flashings, terminations, mechanical curbs and skylight curbs.

Roof Areas B, D, E, G

The existing roof systems will be removed down to the existing structural roof deck. The deck will be inspected and deck repairs will be addressed if needed. The new roofing system will include the installation of rigid polyisocyanurate insulation board to meet code required R-30 insulation value. ½" thick high-density wood fiber protection board will be installed over the insulation to provide a proper substrate for the new roof system. The insulation and cover board will be fully adhered to each other and to the roof deck. The new roofing system will be a fully adhered 60 mil EPDM roof system with a white coating. New prefinished metal flashings and drip edges will be installed at material transitions to insure drainage and water tight roofing system. Prefinished metal gutters and downspouts will be installed to direct the water to the ground at building edges.

Roof Area C

The seam metal roofing and purlins will be removed down to the existing roof structural joist. The structure will be repaired to support the two unsafe damaged roof joists. New W10x15 purlins will be installed directly adjacent to the two existing damaged joists. The ends of the new purlins will be fastened to the face of the existing masonry walls. The connection of the existing continuous angle at the existing gymnasium wall appears inadequate and will be upgraded with two new ¾" diameter epoxy anchors installed at each existing roof joist location. A new 1 ½", 22 gage wide rib painted metal deck be installed over the existing joists and new purlins. A new steel lintel will also be installed at the overhead garage door to support the bearing points of the existing joists and new purlins. The new roofing system over the new metal deck will include the installation of rigid polyisocyanurate insulation board to meet code required R-30 insulation value. ½" thick high-density wood fiber protection board will be installed over the insulation to provide a proper substrate for the new roof system. The insulation and cover board will be fully adhered to each other and to the roof deck. The new roofing system will be a fully adhered 60 mil EPDM roof system with a white coating. New prefinished metal flashings and drip edges will be installed at material transitions to insure drainage and water tight roofing system. Prefinished metal gutters and downspouts will be installed to direct the water to the ground at building edges.

How Urgent is this Project?

RTA Architects completed a facility assessment of the Peyton School District in April of 2008, and identified that the EPDM roofs would require replacement in 5 to 10 years. The Peyton School District has experienced problems with these roof systems and has determined that the replacement of these roof systems is a high priority. The urgency of this project is evident in the continued leaking of the existing roofing, building damage, and the potential for extensive damage to the school district's assets within the building.

The condition of the existing roof is creating problems and hazards that will only worsen over time. The roof has already failed in numerous areas and requires continual maintenance time and effort to repair. Because of the nature of the of existing roof systems, these failures can be unpredictable, difficult to find, and difficult to repair.

Failure of the existing roof systems create situations that lead to additional building damage. In many locations, the structural roof deck is wood and susceptible to water damage. This damage can begin to compromise the structural integrity of the roof system, as such it is critical to have a watertight roof system to protect the structural roof deck.

These roof failures often cause damage to the interior of the building including damage to roof insulation, ceiling tiles, drywall partitions, paint, and floor finishes. Continuous failure of the roof systems leads to moisture intrusion within enclosed spaces that allows undetected mold and mildew growth in ceiling spaces, wall cavities or behind equipment and casework. In some instances, these leaks have occurred over occupied spaces leading to disruption of instruction and learning.

The Peyton Online Academy relies heavily on computer technology to deliver the curriculum to students, and the Woods Manufacturing Program includes expensive equipment necessary to deliver curriculum. The current roof systems are deteriorating and creating a potential for substantial asset loss for the school district, and disruption of these programs. It is

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essential that building systems, including the roof, be watertight roof to protect the district's computer, technology, and equipment assets within the building.

During snowstorms, the district maintenance staff find themselves on the roof, strategically moving snow from areas that leak into the interior of the building. There have been occasions when they are unable to remove the snow soon enough, which resulted in saturated ceiling tiles, ruined sheetrock, and damaged floor finishes.

Continual roof maintenance and repair costs are a burden to the already limited school district resources. The proposed water tight roof systems will protect the school district's assets, improve energy efficiency, and provide an improved interior learning environment.

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 project will conform to the Public Schools Construction Guidelines for new roof construction. By following the guidelines listed below, the roof project will improve the building envelope and lead to a healthy and safe environment for students, staff and visitors.

4.1.1 Sound Building Structures: The proposed roofing project will properly protect the existing structural roof deck allowing it to maintain its structural integrity.

4.1.2 Roofs: The new roof systems will create a weather tight roof that drains water positively off of the roof and discharges the water away from the building.

4.1.2.1.2 EPDM Roofing: A 60 mil EPDM membrane roof system is proposed for low slope roof areas.

4.1.4.1 Healthy Building Indoor Air Quality: The proposed roof systems will prevent water penetration leading to a tight building envelope and improved indoor air quality.

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

The Peyton School Board (PSB) has been stalwart in allocating money the Capital Projects Fund for the past ten years, even though the State allowed school districts to not replenish this account due to budgetary issues. The PSB believes that by allocating these funds they can repurpose or replace aging facilities. By doing this the district does not have to depend on grants such as BEST to upkeep their facilities. The Maintenance Director and Superintendent have recently sat down to pencil out a timeline to replace or improve those issues that are an immediate problem for the buildings or facilities.

The District has budgeted \$200,000 per year to capital improvements, once we add the \$46,000 from the MLO, this gives the District nearly \$246,000 per year to deal with capital needs such are roof replacement, frame improvements and improvements to security issues at each 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 Career Technical Education Facility (Peyton's Old Middle School) was vacant for about seven years. Built in 1957 multiple additions and remodel projects have been completed over the years, the facility was in need of several upgrades which coincided with a period of declining enrollment. Reasons for the declining enrollment included parents choosing to enroll their students in other districts, homeschooling their students, housing costs and availability as well as other factors. The Peyton Board of Education chose to merge the middle and high school and close the Old Middle School facility. Three years ago, The Board of Education and Superintendent Kistler started to consider different career paths for students since not all students were college bound after high school. They began working on a Career Technical plan to better prepare our students for success and help fill the voids in the skilled workforce. Peyton School District was in the process of remodeling the Old Middle School to create the CTEF or Career and Technical Education Facility when a major hail storm hit the "Old Middle School". Portions of the roof and gym floor were replaced as part of an insurance claim. The Old Commons Area was converted into a new state of the arts Woods Manufacturing facility. Since then many Capital Improvement Projects

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have been completed including the previous weigh room being converted to an auto shop area and multiple classrooms were upgraded to facilitate additional woods training, electronics, robotics and the Peyton Online Academy to offer different options to students post-graduation and increase graduation rates.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Since the spring of 2015, the improvements to our CTEF Building have included:

- Remodeling the Commons Area into Woods Manufacturing classes.
 - oIncludes the new makeup Air Unit.
 - oInstallation of a three phase roto-generator.
 - oInstallation of Nederman Dust Collector.
 - oA wall was removed to make a larger second classroom for the Woods' classes.
- The Automotive Classroom and Garage were remodeled which included the installation of a high efficiency Gas Furnace, compressed air lines and equipment including tire and brake machines.
- Partial roof replacement which included a portion of the hallway, District Offices, Woods Manufacturing Classroom, and Auditorium. Ceiling Tiles were replaced as well.
- Flooring and asbestos mastic was remediated and replaced with tile in the building near the entry. Carpeting and a drop ceiling were installed in the south wing of the facility.
- Safety and security upgrades:
 - oA new fire panel was installed including new notification and smoke detectors to meet current codes.
 - oAll exterior lights were replaced with LED lights for efficiency and better illumination.
 - oNew door locks were installed to meet Claire Davis Act compliance.
 - oBuilding locks were rekeyed.
 - oUpgrades to the security and video systems.
- Fiber optic lines connecting the building.
- Wi-Fi and cable connectivity throughout the building.
- Window replacements were completed in District Administration Offices and multiple classroom areas.
- New HVAC, 11 new roof top units with gas heat, air conditioning and economizer features installed.
- One mini split a/c system installed for the server room.
- The building was also converted to Natural Gas from Propane.
- The Gym floor also faced a partial replacement and complete refinish due to the hail and water damage.
- Grading and landscaping projects to improve site drainage to protect the building.
- Upgrades to the building water supply system. A new pump house built. Water system with chlorination as added.

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

Due to the financial constraints of the district budget, we have not looked at other options to repair the roof beyond the significant resources that have been expended trying to repair and maintain the roof systems that are beyond their useful life. The district would need to set aside capital project funds for many years to be able to fund a project of such a large dollar value. This project needs more immediate attention and by having to set aside those dollars the district would be unable to repair and upkeep other capital project needs.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The Board of Education allocates around \$200,000 annually to Capital Project needs in the district. The allocation is district wide. The Per Pupil Allocation equals \$311.05 per student.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$205,598.80	CDE Minimum Match %:	45
Current Applicant Match:	\$168,217.20	Actual Match % Provided:	45
Current Project Request:	\$373,816.00	Is a Waiver Letter Required?	No

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Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	General Fund and an approved MLO for Capital Repairs
Future Grant Requests:	\$0.00	Escalation %:	4
Total of All Phases:	\$373,816.00	Construction Contingency %:	4
Affected Sq Ft:	15,400	Owner Contingency %:	10
Affected Pupils:	240	Historical Register?	No
Cost Per Sq Ft:	\$24.27	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$1.82	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$22.45	Is a Master Plan Complete?	No
Cost Per Pupil:	\$1,557.57	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	178	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	560	Bonded Debt Approved:	
Assessed Valuation:	\$42,272,190	Year(s) Bond Approved:	
PPAV:	\$75,554	Bonded Debt Failed:	\$6,744,920
Unreserved Gen Fund 16-17:	\$1,399,884	Year(s) Bond Failed:	10,10,11,11
Median Household Income:	\$65,577	Outstanding Bonded Debt:	\$2,100,000
Free Reduced Lunch %:	29.0%	Total Bond Capacity:	\$8,454,438
Existing Bond Mill Levy:	9	Bond Capacity Remaining:	\$6,354,438
3yr Avg OMFAC/Pupil:	\$1,446.29		

● **Facilities Impacted by this Grant Application** ●

THE VANGUARD SCHOOL - ES & HS Roof Replacement - The Vanguard School MS/ HS - 2006*

School Name: The Vanguard School

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	82,260
Replacement Value:	\$24,516,338
Condition Budget:	\$448,403
Total FCI:	1.83%
Energy Budget:	\$0
Suitability Budget:	\$2,121,900
Total RSLI:	50%
Total CFI:	10.5%
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: ES & 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: Project qualified for grant funding, but 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 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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Cheyenne Mountain Charter School (CMCA) began as a K-6 charter school located at 1832 S. Wahsatch Ave. The school added grades 7 and 8 in 2000. The Wahsatch campus now teaches K-3 students, and the school has now expanded to reach students in grades K-12. In 2005 the school started expanding by adding the Corona campus at 1605 S. Corona Ave. Building A (Grades 7 & 8), Building B (grades 4,5, & 6) and Building C (Gymnasium) were constructed in 2006, and Building D (grades 9, 10 ,11, & 12) was added in 2008. Last year in 2017, Building E was added as a new junior high for grades 7 & 8, and Building A is now being used for grade 6 and as an annex for some of our high school classes. All Vanguard buildings are inspected annually, and repairs are performed as needed.

Deficiencies Associated with this Project:

Building A was purchased and delivered in 2006. The building was used at the time of purchase and was roofed with a PVC roof. Over the years, the PVC membrane has continued to deteriorate. The roof has been repaired numerous times, but the issues continue. In 2016 the roof membrane had deteriorated down to the reinforcing scrim contained within the membrane. An elastomeric coating was applied to the membrane to prevent leaks from causing more damage. The coating has ameliorated the leaks for now, but it is a short term fix at best. The PVC membrane has continued to deteriorate causing the coating to split resulting in leaks (See Cave Consulting Group survey).

Proposed Solution to Address the Deficiencies Stated Above:

We propose removing and disposing the existing PVC membrane, slip sheet, damaged wood deck, cap metal, flashing, and overflow scuppers. Replace damaged wood deck; install insulation to achieve the required R-30 followed by one layer ½” DensDeck. New fully adhered 60-mil EPDM membrane will be installed as well as new coping cap metal, overflow scuppers, counterflashing, and associated sealants for a complete roof assembly. Damaged siding will be replaced or reattached as needed and joint caulked and sealed. The International Building Codes, The State of Colorado and The Colorado Department of Education Guidelines will be adhered to in the design of the new roof.

How Urgent is this Project?

The leaks are causing damage to the interior framing, insulation, ceiling tile, and contents. The interior structure shows water marks creating possible mold and mildew and threatening the air quality for the students and staff. Several tests for mold or mildew have been tested and remediated. The roof has exceeded its useful life and has become a hazard 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 useful life. The new roof will have a three-year contractor warranty and a ten-year

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manufacturer's warranty. The contractor will be required to inspect and maintain the roof annually. School personnel will be trained on how to maintain the roof. Debris will be removed regularly. The increased insulation will increase the R-Value and decrease energy usage and costs to the school. The new roof will eliminate repairs that regularly cost \$1,000 to \$2,000 annually. The roof should perform for 20-25 years.

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 is a pre-engineered type that was constructed in 2006 on concrete footers with a crawl space. The life expectancy of the building is 30-40 years which supports the project to replace the roof.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The roof, HVAC, electrical, Mechanical fire and safety system are inspected annually and repairs are performed. The roof has been repaired several times and was coated in 2016 to try and prolong the roof life.

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

Vanguard requests donations from parents and community members. Donors can request that their donations go to specific projects including capital needs. In the past, Vanguard has also applied for other grants including Home Depot and Lowes.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Lump sum general fund allocation.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$174,284.93	CDE Minimum Match %:	53
Current Applicant Match:	\$196,534.06	Actual Match % Provided:	53
Current Project Request:	\$370,818.99	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	General Funds
Future Grant Requests:	\$0.00	Escalation %:	5
Total of All Phases:	\$370,818.99	Construction Contingency %:	8
Affected Sq Ft:	14,200	Owner Contingency %:	5
Affected Pupils:	205	Historical Register?	No
Cost Per Sq Ft:	\$26.11	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$1.57	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$24.54	Is a Master Plan Complete?	No
Cost Per Pupil:	\$1,809	Who owns the Facility?	Charter School
Gross Sq Ft Per Pupil:	69	If owned by a third party, explanation of ownership:	

Financial Data (Charter Applicants)

Authorizer Min Match %:	62%	CEFCA or financing attempts:	1
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< 10% district bond capacity?	N	Enrollment as % of district:	4.30%
Authorizer Bond Attempts:	3	Free Reduced Lunch %	21.80%
Authorizer MLO Attempts:	0	% of PPR on Facilities:	20.00%
Non-BEST Capital Grants:	0	Unreserved Gen Fund % Budget:	20.40%
3yr Avg OMFAC/Pupil:	\$10,362.60	FY17-18 CSCC Allocation:	\$338,593.14
Who will facility revert to if school ceases to exist?	The facility reverts to the school district.		

● **Facilities Impacted by this Grant Application** ●

CANON CITY RE-1 - CCMS Major Renovation & Addition - 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:	\$28,741,225
Condition Budget:	\$11,838,675
Total FCI:	0.41
Adequacy Index:	0.26



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,813,717	\$1,906,416	0.68
Equipment and Furnishings	\$698,311	\$155,503	0.22
Exterior Enclosure	\$3,114,003	\$1,845,305	0.59
Fire Protection	\$111,383	\$847,024	7.60
Furnishings	\$306,490	\$0	0.00
HVAC System	\$2,479,545	\$2,954,621	1.19
Interior Construction and Conveyance	\$8,187,114	\$2,465,779	0.30
No System Group	\$22,708	\$2,244	0.10
Plumbing System	\$1,570,188	\$1,334,702	0.85
Site	\$2,169,844	\$795,980	0.37
Structure	\$7,267,923	\$387,286	0.05
Overall - Total	\$28,741,225	\$12,694,860	0.44

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Applicant Name: CANON CITY RE-1

County: FREMONT

Project Title: CCMS Major Renovation & Addition

Applicant Previous BEST Grant(s): 4

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

If Yes, please explain why: High cost for replacement and insufficient evidence in the deficiency and urgency sections.

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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

The Fremont RE-1 School District is located in Cañon City, the county seat of Fremont County, Colorado. Our economic base centers around Department of Corrections, retirees, tourism, farming, and ranching, as well as an emerging technology industry. We educate a total of 3,937 students in grades PK-12 in 8 facilities. 557 of these students are charter, PK special education, CPP preschool, and Gateway to College students, leaving the district directly responsible for instructing 3,380 students. Our most recent District Performance Framework scored us as Accredited. RE-1 parents value choice so our school district offers two neighborhood elementary school options, an elementary science and technology magnet, a choice-in K-8 exploratory school, a large traditional K-8 school, a small K-8 core knowledge charter school, a traditional middle school, and pathways high school. Our most recently constructed facilities are Harrison K-8 (population 673, completed 2006), and portions of Cañon City High School (population 1025, originally built 1961, with newer portions completed in 2006).

The Cañon City School District does not have enough bond capacity to address its facility needs. An attempt at passing a bond and a mill levy override in November 2013 resulted in a loss by 300 votes (bond) and 120 votes (mill override) out of approximately 8,000 cast on capital construction questions totaling around 6 million dollars. However, an MLO and initial capital construction bond to provide the required local match for a BEST grant project awarded last year was approved during the November 2017 election, as well as potential future matches for viable Canon City Middle School and Washington Elementary School solutions.

Cañon City's total assessed value is \$236,308,510. Our general fund mill rate is currently set at 32.593, which consists of the maximum base assessment allowable by Colorado law and an additional 5.861 mills for an override (MLO) approved in November 2017.

An additional 6.973 mills are set aside each year through 2020 to pay off a bond passed in 2003 to build a new Harrison K-8 school and to put a new addition to Center High School.

In December 2017 a mill increase of 1.270 was approved, and \$4 million in bonds were sold, to provide a local match for the multiple facilities BEST Grant we were awarded in spring 2017, and to pay off the Mountain View Core Knowledge Charter School building loan. This levy will continue for 20 years.

Finally, Canon City voters have already approved matches for BEST grants to be submitted during the spring 2018 cycle, including \$8 million for a Canon City Middle School facility solution and \$6.2 million for a Washington Elementary facility solution. This would add another 4.232 mills for the next 20 years.

It should also be noted that Cañon City Schools is one of Colorado's floor funded districts, meaning it receives the lowest per pupil funding in the state allowable by law, and until the November 2017 election, was one of only two floor funded districts without an MLO. As a result of the application of the Budget Stabilization Factor applied to the Colorado School Finance Act the district's total program funding shrunk by approximately 3.4 million dollars per year after 2010. Because we have had to

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make difficult financial decisions related to educating our children, we have fallen behind on numerous facilities upgrade projects.

Deficiencies Associated with this Project:

General CCSD

During the winter of 2015-16, the Cañon City School District explored submitting a BEST application to address building envelope and health and safety issues for all district schools. This plan would have resulted in a \$12 million request to repair roofs, remove asbestos, upgrade windows and entries, increase safety access, and address water delivery systems in every building necessary.

As this plan progressed, we realized two of our schools possess deficiencies beyond that which upgrades would have been a worthwhile investment. This prompted us to take an in-depth look at Cañon City Middle School and Washington Elementary. As a result, we removed all projects related to these schools from our BEST proposal and sought more information about their ability to serve the district's needs long into the future.

Deficiencies Specific to CCMS

Since 2015, the district has deeply analyzed the functionality and long-term sustainability of Cañon City Middle School. As a result of this analysis, we came to realize just how unsafe and inadequate the learning environment is for students.

We immediately identified \$5 million worth of building envelope, health, and safety issues that desperately needed to be addressed. A structural study conducted in July 2017 also made us aware that should such upgrades be made, we'd need to address additional structural issues related to code. This brought our base remodel price tag to \$12 million and would leave us with many aspects of the deficient instructional environment we already have.

1925 Core Building:

The core of Cañon City Middle School was built in 1925 and according to the Colorado Historic Society, is of Historic Interest. Students and staff must pass through this hub to access to the rest of the facility. There are no ADA compliant entries, restrooms, or escape routes. Classrooms that currently serve 30-plus children were designed to house only 20. Friable asbestos is present throughout the building within decaying plaster ceilings where retrofitted surface mounted air circulation systems hang, and whose vibrations continuously shake plaster loose. Ceiling tiles were hung in classrooms to cover much of this decaying plaster, but they too contain asbestos in the form of mastic adhesive. The building's intercom system is one-way and obsolete. The only way to replace components is to purchase them at auction on eBay when we are lucky enough to find them. Inadequate flooring exists throughout, with cracked concrete floors and warped and rippled carpet in many areas.

General Safety and Security:

Additions to Cañon City Middle School have created a sprawling floor plan impossible to secure. Thirty-four points of entry, many sealed by weathered original wood core doors and hardware, create significant breaches. A security audit conducted by the Colorado Safe Schools Resource Center in January 2018 identified multiple exit doors extremely difficult for an average middle school student to open. After exit, these can only be closed by putting your shoulder into them. This is a frightening prospect in a town known for housing some of our nation's most dangerous criminals. Not a monthly Department of Corrections search drill takes place without us reflecting on how easy it would be for an escaped convict to enter our building and take captives.

Also of grave concern is the lack of a two-way communication system in each classroom. Intercoms operate only one-way, lacking in-room call buttons.

Because some buildings are not attached to the core instructional areas, the open campus requires students to pass to and from external stand-alone classrooms. This creates an added security nightmare, resulting in quite an expensive practice of employing personnel to patrol specific areas every time students transfer classes. When a student is called to the office, they

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must be escorted by an employee who has a key to guarantee entry.

Interior doors are not fire rated. Hardware is not ADA accessible and can only be locked from the outside, placing students and personnel in harm's way during lockdown procedures. Our current solution has been to outfit each door with handmade laminated card and rubber band devices that can be pulled off already locked knobs in case of emergency.

Another point of concern relates to how visitors must first enter the building before coming into contact with a staff member. Visitors can easily wander the campus without checking in at the front office. Please reference our January 2018 security audit to learn more about these concerns.

Roofing:

A 2001 analysis indicated the useful life of significant portions of Canon City Middle School's roof were already long past. This encompasses 52,005 square feet. In 2006 3,152 square feet were replaced on the east end of the facility, which is half of a section. The Auditorium, 14,469 square feet, was also recoated, not replaced, in 2006. We have only had funds for repairing leaks as needed. The district has had so many roof issues and limited funds, that it has simply had to pick the worst areas around to replace while just patching the rest.

We are reminded of these deficiencies each year when a large rainfall hits. Most recently, steady rain this past September caused seepage in both older and more modern classroom wings. Ceiling tile swelled and collapsed during the school day, resulting in the loss of several instructional spaces, including our severe needs classroom, for the better part of a week. When such rain seepage occurs in the 1925 section, water passes through asbestos-laden plaster and tile mastic before hitting the classroom floor. Cost estimates show more than \$1 million in roofing repairs are still needed.

ADA Noncompliance:

With its conglomeration of additions to the core 1925 structure, it is difficult, if not impossible, for disabled students and visitors to access many portions of Cañon City Middle School. Visitors to the main entry must climb a flight of 50 steps just to enter the building. Student restrooms require users ascend or descend at least one flight of stairs to gain access. These stair-accessed restrooms cause increased difficulty for Cañon City Middle School's special needs population. CCMS houses the district's grade 6th-8th grade severe needs program, many who are wheelchair bound.

Electrical Service:

Many sections of Cañon City Middle school no longer have the capacity for electrical expansion. 1925 core classrooms have only two outlets, and much of the facility receives service from access panels manufactured in 1925. To provide nominal electrical service in the 1925 section of the building, wiring, and data access ports must be surface mounted throughout. In a world where student access to instructional technology is an absolute necessity, these outdated systems limit our ability to offer access to students and teachers. Additionally, our district technology department consistently struggles to provide wireless access throughout the building. A final significant electrical safety issue exists in our drama classroom/dressing room where a ceiling height central high voltage electrical cabinet resides within actual instructional space.

Plumbing/Mechanical:

In many sections of the building original steam heat lines are embedded in walls and floors. Because of age and corrosion, we have had to repair them many times by breaking through concrete floors and block walls. Leakage and repair processes have led to foundational erosion, causing structural walls to slope, crack, and separate. Steam lines service original cast iron radiators from one operable boiler in a system that should be run by two. This system requires expensive and time-consuming maintenance on an annual basis. Part of this system operates using pneumatic controls that are obsolete. Aftermarket air conditioning units were installed in classrooms to make the environment more conducive to instruction in late spring and early fall, but these make it nearly impossible for students to hear instruction when they turn on because they are

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mounted under ceilings within classrooms. Potable water service is provided through old and failing galvanized delivery pipes and thanks to decades of corrosion, make it challenging to sustain needed water pressure. Bathroom and sink fixtures are old, inefficient, and often not functional. Many bathroom stalls lack privacy doors. Of course, there is no fire sprinkler system because all sections of the building were constructed before this became standard practice. Air quality is a significant issue throughout the building because steam heaters service instructional spaces containing non-operable windows. Bathroom drains freeze and thaw, adding a foul stench and poor air quality. Students have a difficult time conducting labs in science classrooms due to faulty sensors that are sensitive because of poor air circulation. Additionally, a building trades class located in the stand-alone vocational facility has no operable windows and no way to ventilate sawdust created by the use of power tools, nor fumes released when projects are painted, glued, or varnished.

Asbestos:

The building contains approximately 37,000 SF of asbestos-laden plaster located on ceilings that will need removal before any significant remodel or demolition work. The plaster material is in poor condition and is delaminating from the lath system in many areas. This is friable in its current state and poses a significant risk to students. The district has previously completed asbestos spill response actions as defined by the EPA and CDPHE, but because of the friability and poor condition of the plaster, this could cause the closing of a significant portion of the school if more of the ceiling system dislodges. In the state of Colorado, it is not uncommon for buildings of this era to have a plaster ceiling detach due to water intrusion and soaking of the lath ceiling system. There also exists asbestos containing friable air cell pipe insulation and mudded pipe fittings located on the existing mechanical system and associated piping in the walls. Air cell pipe insulation and mudded pipe fittings must be removed before any renovation or demolition work takes place. The building also requires the removal of other non-friable materials before renovation or demolition activities. This includes caulking, glazings, floor tile and mastics.

Structural:

The first-floor passageway that connects the cafeteria and 1925 gymnasium to an old locker room and the boiler room has cinder block separation, walls out of plumb, and cracks around windows through which daylight can be seen. This causes the fire exit door to stick and makes it difficult to close them upon egress. There's also evidence of severe exterior wall deterioration on the North, East, and West sides of the structure. These issues are also prevalent on external walls of the stand-alone vocational annex building used for building trades, music, technology-related instruction, and storage for our district grounds equipment. A July 2017 structural study concluded addressing nominal building upgrades would require us to address these issues.

Windows:

Windows need to be replaced throughout the building. All classrooms are fitted with inefficient single pane, inoperable windows. This contributes to high operations costs and, as stated above, poor air quality.

Parking-Building Access:

Main Street student drop off and pick-up zones don't exist, as highlighted in our January 2018 security audit. This is a significant hazard to students and staff when they arrive and leave our campus on a daily basis.

Inadequate Instructional Space:

Though the building encompasses just under 80,000 square feet, the 1925 section is not up to the task of 21st Century instruction. These classrooms were designed to house 20, not 30-plus students, are inefficiently shaped, and contain no equipment or utilities required for modern science instruction. The stand-alone vocational facility designed for high school welding and automotive instruction now serves as inadequate music and technology classroom space. Of most significant instructional concern is the lack of modern electrical capacity needed to implement our new one-to-one technology device program approved by voters in November 2017.

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Grounds Facility:

Part of this building serves as the district grounds storage and maintenance facility. It is of lean-to design, attached to the stand-alone vocational facility that now houses elective classrooms. It is of aged wood construction, woefully inadequate, and lacks proper ventilation and heating. In fact, many expensive pieces of our grounds equipment don't fit in this facility. They must be stored outside, resulting in a much shorter useful lifespan.

Proposed Solution to Address the Deficiencies Stated Above:

Due to deficiencies described above, the Cañon City School District considered many options to address its facility needs at both Washington Elementary and Cañon City Middle School.

An obvious consideration was to close Washington due to its structural issues and costs related to needed upgrades. At that time we proposed moving Washington (K-5) children across town to our Harrison K-8 facility (built in 2006), then moving Harrison's 6th through 8th-grade students (roughly 350) to Cañon City Middle School to make use of some available space there. Doing so would have resulted in the district losing a highly valued and in-town neighborhood school option in Washington, while also adding a long-term, expensive commitment to transporting children to distant points in town. Additionally, there would have been significant costs associated with bringing Cañon City Middle School up to the task of adding 350 additional students.

Another option we explored was closing Washington, tearing down Cañon City Middle School, and building one new facility to replace both. Variances to this option included turning this new building into a K-8 facility (by moving Washington and CCMS students there), or transporting all Cañon City Middle School students to Harrison to create a larger middle school, then building a new elementary school for the remaining Washington and Harrison K-5 students. This solution would also have added a long-term, expensive commitment to transporting students to far points in our community.

After communicating these options through digital media and local newspaper stories, conducting parent and public surveys, holding well attended informational meetings, inviting public comment, and leading community tours of the facilities in question, a new option emerged to build a replacement Washington and a replacement Cañon City Middle Schools on their current properties, while tearing down all sections of the Cañon City Middle School building that were added after 1925.

Through this plan, the district sought to repurpose the 1925 historical core of Cañon City Middle School. Options included moving district administration, online, alternative to expulsion, and early childhood programs into the facility, followed by selling the buildings that currently house those programs and services. We also pursued the interest to occupy this building expressed from the folks who operate our local senior center, the local Boys and Girls Club, and a technology industry incubator run by the Fremont Economic Development Corporation called Tech Start. In the end, none of these solutions proved viable because all potential users of the 1925 core facility found upgrade costs to be exorbitant. When we presented this option in the form of a BEST grant application in spring 2017, the BEST board rejected it.

However, we were awarded a \$5 million BEST multi-facility repair grant in spring 2017 not meant to address any Washington or Cañon City Middle School deficiencies. Thus, we needed to go to our voters to secure our match. Before doing so, we engaged CDE Capital Construction staff about an alternate solution for CCMS that involved tearing down the entire structure (including the 1925 historic core) minus the modern gymnasium, then building a replacement school attached to it. Such a proposal aligned to the feedback offered by 2017 BEST board members to lower overall costs (the estimate for this project came in at \$24 million as opposed to the prior application amount of \$36 million). Our BEST regional representative indicated this new approach was a viable solution. As a result, we placed a question on our ballot to provide an \$8 million match to fund it, along with our required match for the 2017 multi-facility BEST grant and a match for a new Washington facility grant. This measure was approved by voters by only 75 votes out of nearly 9,000 cast.

Since our election, we have worked to double and triple check our cost estimates, program requirements, and square footage. However, in recent weeks we learned the CDE Capital Construction Department might not favorably view any plan involving the demolition of the 1925 core of Cañon City Middle School. In response, we took a step back and sought a solution that would include the renovation of the 1925 core building.

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In developing our solution, our first step was to determine if we could renovate the 1925 core and modern gymnasium and construct a new wing on the site while school remains session. We discovered this to be feasible if we were first to demolish the vocational building that houses our band, technology, and construction trades programs (temporarily moving them into parts of the main building for a year), build the new classroom space to attach the 1925 core to the modern gymnasium, transfer instruction from the 1925 core into that new space, then renovate the 1925 core before demolishing the remaining parts of the building that are not of historic interest. We will need an 18-month window to execute such a plan.

The renovation of the 1925 core will address ADA compliance issues related to entries, restrooms, and escape routes. Classroom floor plans will be reconfigured to serve modern-day class sizes. We'll abate all friable asbestos and install a modern, quiet air circulation system. We'll also upgrade the building's intercom system, flooring, walls, windows, plumbing, and electrical systems. Finally, we'll eliminate structural issues related to the old gymnasium and auditorium through demolition.

With this option, we will also orient a new addition to the north and east of the historic 1925 core, attaching it to the modern gym to increase facility security by limiting the number of doors students must enter and exit when changing classes. It will also serve as a new, more secure, and ADA accessible main entry facing the southeast. The compact nature of our plan also allows parking off Main Street for the first time, creating an ideal separation between parent/bus/drop off traffic and staff parking. As a result of these changes, the CCMS campus will benefit from more green space.

To this point, Cañon City Schools alongside its architects have carefully considered all design elements. From crucial issues surrounding durability of finishes to cost of long-term maintenance, we've considered it. As well, we've contemplated features related to how the school will function, which programs we'll support, how many students CCMS will serve, how the students will flow through the facility, and how visitors and parents will access the campus.

Our plan also allows us to retain the use of a current geothermal field and current athletic field space.

We'll encourage community use of the facility. Recreation programs and community performing arts programs will gain from secure after-hours access. Cañon City Schools is also partnering with Valley-Wide Health services to create and staff a school-based health center to serve students, staff, and our community. Though we will lose a valued traditional-style auditorium, our plan will allow for flexible use of a commons-gymnasium area for public performances in an auditorium-like setting. We'll locate these near the entry of the building to encourage use in a controlled manner.

Our plan also supports a variety of learning activities with state-of-the-art classrooms that integrate instructional technology, breakout spaces, and small and large group instruction rooms. We'll also locate the media center and art room for easy access to each grade level learning community.

Mechanical systems will be both highly efficient and based on proven strategies for the Fremont County region. Quiet and efficient cooling and heating, highly insulated exterior walls and less complex systems we can operate and maintain long-term at a lower cost are vital components of our plan.

Cañon City is the Climate Capital of Colorado, so we plan to incorporate transitional indoor-outdoor learning spaces as well.

Due to the need to demolish the old vocational facility, we'll lose access to our district's grounds facility. Because of this, we have included in our plans the construction of a safe, modern metal structure to serve this purpose.

In summary, we have prepared this application and budget calling for:

- the demolition of parts of CCMS and the unsafe, outdated grounds facility
- the renovation of the 1925 historic core
- the renovation of the modern gymnasium
- the construction of new instructional space to join these two structures for improved educational experiences and increased security

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How Urgent is this Project?

A sense of urgency surrounds the need to solve the health, safety, and security issues at Cañon City Middle School. So much so, that the Cañon City voting community, historically known to reject ballot issues, voted to approve our match for this project – even if the solution might have required tearing down the beloved 1925 school structure

Of most significant concern is the prevalence of friable asbestos and poor air quality throughout the building. As stated in the deficiency section, the 1925 structure has approximately 37,000 square feet of asbestos-laden plaster located on ceilings. This has been penetrated in the past to mount air conditioning units located in classrooms, and every time a unit turns on it runs the risk of delaminating large sections of plaster from the lath on which it is mounted and falling into instructional space. Significant roof leaks, which we are experiencing at a higher frequency, pose a similar risk. In the state of Colorado, it is not uncommon for buildings of this era to have a plaster ceiling detach due to water intrusion and soaking of the lath ceiling system. This material is friable in its current state and poses a significant risk to students and adults.

Add to this an antiquated steam heating system using 1925 era radiators with no air circulation system, as well as inoperable classroom windows, and you can see why we are concerned about the quality of air being taken in by our students and staff on a daily basis.

Perhaps of equal concern are the safety and security risks posed in Cañon City Middle School. Our most significant concerns include the thirty-four points of entry, most secured by original wood core doors and hardware that can be difficult for students to open, and just as important, secure after exit. An added security nightmare is our open campus footprint with classrooms inaccessible from core instructional areas that require students to pass to and from learning sites through doors that need to remain secure. If an emergency were to occur within the core structure, interior doors are not fire rated and can only be locked from the outside, placing students and personnel in harm's way during a lockdown. Finally, visitors to the building must first enter the building before coming into contact with any staff. A person entering Cañon City Middle School from Main Street can easily wander the entire facility without checking in at the front office.

If Cañon City Schools does not secure this BEST grant, we will not be able to sell the bonds our community has already approved as a match. The way we posed the question to voters, our selling of bonds will require a BEST match. With our floor-funded status, and having operated through the implementation of Colorado's negative/budget stabilization factor as a result of the Great Recession without a mill override to supplement revenue, we have simply not been able to establish large enough reserves to address these deficiencies.

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 Cañon City School District consists of 7 school campuses (serving just over 3,600 students), a district office, a warehouse-transportation facility, and a special services center. We also have a K-8 charter school that manages and maintains its own facility. Cañon City's capital renewal budget allocations for the past five fiscal years were as follows:

13-14 = \$399,996
14-15 = \$600,000
15-16 = \$700,000
16-17 = \$800,000
17-18 = \$900,000.

Because Cañon City Middle School serves about 11% of our student population, it is safe to say at least \$92,000 of this is available for building improvement at CCMS on an annual basis. This amounts to \$230 per student.

We also allocate facilities maintenance dollars directly to CCMS in the form of salaries, benefits, maintenance supplies, and repair fees through our annual General Fund budget. In 2017-18 this amounted to \$344,000 in budget indicator 2620 (custodial staff, repair supplies and utilities). \$195,600 of this was not related to utility costs. Additionally, we allocated

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\$665,000 in budget indicator 710 at (district level maintenance) in 2017-18. This includes all district level operations employees such as director, electricians, plumbers, carpenters, HVAC personnel, and grounds. If this were viewed on a per-pupil basis, it would be safe to say this amounts to an additional \$73,150 allocation to CCMS maintenance. Thanks to the passage of a mill-levy override in November 2017, Cañon City Schools will be able to allocate an additional \$100,000 per year to our capital reserve fund for the next ten years. This will bring our total annual capital reserve allocation to \$1,000,000.

Thus, we are comfortable saying at least \$325,000 per year is allocated to maintain Washington, with \$100,000 of this to be placed in reserves to support future major repairs when they arise.

As a result of high maintenance needs and the imposition of the Budget Stabilization Factor, our ending unrestricted capital reserve fund balance has dropped from \$2.196 million in 13-14 to \$830,690 in 16-17. This is because we are spending large portions of our maintenance budget to put band-aids on Cañon City Middle School's roofing, plumbing, parking areas, grounds systems, and heating-cooling systems, as well as paying a premium on utility costs as a result of the inefficient systems currently in place.

The district has highly qualified and well-trained maintenance staff. As part of this process, and in conjunction with a multi-facility upgrade grant received last year, the district will also be establishing long-term building standards around controls, mechanical systems, instructional technology, entry systems, and roofing systems. The district will also capitalize on this opportunity to provide staff with professional development in maintaining new systems and finishes.

As the new CCMS building is constructed, we'll run operations staff through to see how the systems have been put in place. As well, during construction, we'll chart and implement a detailed preventive maintenance schedule. The plan will include daily, weekly, monthly, quarterly, bi-annually, and annual inspection-maintenance items, including the completion of an annual punch list prior to the first day of school each year. We'll keep an inventory of building components and their conditions so we can anticipate maintenance needs and plan for expenses. As evidenced by the Harrison K-8 facility we built in 2005-06, we fully understand the value of a structured preventive maintenance program. That building is now 12 years old but still looks brand new.

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:

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 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. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The facility became the district's sole middle school in 1961, 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 facilities master plan, after extensive analysis of the condition and quality of the facility, after extensive engagement with CDE Capital Construction personnel, and based on current use and future district population patterns, we have determined our most effective path forward is to upgrade this facility by significantly renovating the 1925 core, attaching a new classroom wing to it, remodeling the current gymnasium, and demolishing non-historic remaining parts.

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

Since fall 2015 CCSD has sought ways to address its current facility needs. However, with needs totaling more than \$61 million and bonding capacity of only \$32 million, we have found this quite difficult. We have engaged with partners such as the Colorado Health Foundation and the El Pomar Foundation to upgrade playgrounds, and we have secured several safe routes to school grants from the Colorado Department of Education support our efforts. We have also engaged with Valley-Wide Health Services to assist us in creating a school-based health center through this project. Their support will purchase all furniture, fixtures, and equipment for that space within the scope of this project.

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How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The Canon City School District consists of 7 school campuses (serving just over 3,600 students), a district office, a warehouse-transportation facility, and a special services center. We also have a K-8 charter school that manages and maintains its own facility. Canon City Schools capital renewal budget allocations for the past five fiscal years were as follows:

13-14 = \$399,996
 14-15 = \$600,000
 15-16 = \$700,000
 16-17 = \$800,000
 17-18 = \$900,000.

Because Canon City Middle School serves about 11% of our student population it is safe to say at least \$92,000 of this is available for building improvement at CCMS on an annual basis. This amounts to \$230 per student.

We also allocate facilities maintenance dollars directly to CCMS in the form of salaries, benefits, maintenance supplies, and repair fees through our annual General Fund budget. In 2017-18 this amounted to \$344,000 in budget indicator 2620 (custodial staff, repair supplies and utilities). \$195,600 of this was not related to utility costs. Additionally, we allocated \$665,000 in budget indicator 710 at (district level maintenance) in 2017-18. This includes all district level operations employees such as director, electricians, plumbers, carpenters, HVAC personnel, and grounds. If this were viewed on a per-pupil basis it would be safe to say this amounts to an additional \$73,150 allocation to CCMS maintenance.

Thanks to the passage of an override in November 2017 we'll also be able to allocate an additional \$100,000 per year to our capital reserve fund for the next 10 years, bringing our annual total capital reserve allocation to \$1,000,000 per year.

Thus, we are comfortable saying at least \$325,000 per year is allocated to maintain Washington, with \$100,000 of this to be placed in reserves to support future major repairs when they arise.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

We currently expend approximately \$150,000 per year on utilities. All models we have run indicate a renovation/upgrade would reduce this cost by roughly 60%.

Current Grant Request:	\$23,545,468.34	CDE Minimum Match %:	35
Current Applicant Match:	\$8,881,839.66	Actual Match % Provided:	27.39
Current Project Request:	\$32,427,308.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	2017 Bond
Future Grant Requests:	\$0.00	Escalation %:	5.63
Total of All Phases:	\$32,427,308.00	Construction Contingency %:	6.97
Affected Sq Ft:	77,288	Owner Contingency %:	10.0
Affected Pupils:	402	Historical Register?	No
Cost Per Sq Ft:	\$419.56	Adverse Historical Effect?	Yes
Soft Costs Per Sq Ft:	\$62.69	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$356.88	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$80,664.95	Who owns the Facility?	District

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Gross Sq Ft Per Pupil:	192	If owned by a third party, explanation of ownership:
		n/a

Financial Data (School District Applicants)

District FTE Count:	3,448	Bonded Debt Approved:	\$18,200,000
Assessed Valuation:	\$236,308,510	Year(s) Bond Approved:	17
PPAV:	\$68,535	Bonded Debt Failed:	\$5,450,000
Unreserved Gen Fund 16-17:	\$1,021,936	Year(s) Bond Failed:	13
Median Household Income:	\$42,321	Outstanding Bonded Debt:	\$14,205,000
Free Reduced Lunch %:	57.2%	Total Bond Capacity:	\$47,261,702
Existing Bond Mill Levy:	7.965	Bond Capacity Remaining:	\$33,056,702
3yr Avg OMFAC/Pupil:	\$1,294.76		



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

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.

Question 2, subsections A-H are related directly to the factors used in calculating the matching percentage. Only respond in detail to the factors which you believe inaccurately or inadequately reflect financial capacity. For those factors which you believe accurately or adequately reflect financial capacity, please leave the response blank or type “Agreed”.

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, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your school district or BOCES.

As described in our grant application, Cañon City Middle School students occupy a facility with significant instructional deficiencies, poor air quality, and an indefensible number of entrances. They are taught in spaces that are nearly impossible to infuse with technology and that severely lack the necessities for modern instruction.

Additionally, it's quite challenging to pass an education-related ballot question in the Cañon City School District.

Faced with upwards of \$60 million in facility improvement needs (between the need for two replacement schools, significant upgrades to our charter school, and general health and safety upgrades to all other facilities) our remaining bonding capacity is only around \$40 million. An attempt at passing a bond and a mill levy override in November 2013 resulted in a loss by 300 votes (bond) and 120 votes (override) out of approximately 8,000 cast. That capital construction question totaled only \$6 million worth of what would have been band aids scattered across all facilities.

An MLO and initial capital construction bond to provide our required match for a BEST grant project awarded in spring 2017, as well as best estimate future matches for viable Cañon City Middle School and Washington Elementary School

solutions, passed by only 75 votes (out of nearly 9,000 cast) in November 2017.

This left us with 8 million voter-approved dollars (a 24.37% match) in hand to support our Cañon City Middle School project. Our updated budget came to \$32,818,678 after factoring in 5% escalation, 5% GC, and 10% owner contingencies. A 35% match would require us to secure an additional \$3.486 million in matching funds. With an unrestricted capital reserve balance of only \$830,00 as of July 1, 2017, and nine campus facilities to maintain, and having won our most recent election by less than a 1%, we see no way to provide this additional match without going back to our voters, and we really don't see that as a viable option.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

The best information we had in August 2017 when we set our ballot question was that we would need to provide a 32% match, totaling \$8 million dollars for a roughly \$24 million project we laid out at the time. Despite already selling \$4 million in bonds in 2017, and approving a 5.861 annual mill levy override, our match requirement increased from 32% to 35%. Along the way, we were also encouraged to change our plan to include a major remodel of the 1925 historic section of the building, we realized we needed to add square footage to replace our grounds equipment shop that would be removed during demolition, and we addressed construction cost escalation issues. This is how we landed where we are.

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

A. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

Applicant's PPAV: \$68,534.95

Weighted Rank: 0.67% of 5% max

Agreed

B. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

Applicant's Median Household Income: \$42,321

Weighted Rank: 3.88% of 15% max

Agreed

C. 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.

Applicant's FRED Percent: 57.2%

Weighted Rank: 6.97% of 20% max

Agreed

D. Bond Election failures and successes in the last 10 years – The more attempts the school district has made, the lower the match.

Applicant's Bond Elections: 2

Adjustment: -2% (-1% per attempt)

2013 bond effort failed



E. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

Applicant’s Bond Mill Levy: 7.96

Weighted Rank: 7.53% of 20% max

On 12/12/17 the district closed on a bank placement bond related in part to the 2017-18 BEST grant for districtwide improvements, in addition to the pay-off debt related to a district charter school loan. The annual debt service on that new debt increased the district “bond” mill levy by 1.163 for the 2018 calendar year collection (from 7.613, which it would have been without the 2018 cost of the new \$4 million new debt). This higher bond mill levy would, all else being equal, reduce the district’s match rate to a level less than 35%.

F. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

Applicant’s Remaining Bond Capacity: \$ 33,056,702

Weighted Rank: 13.03% of 20% max

On 12/12/17 the district closed on a bank placement bond related in part to the 2017-18 BEST grant for districtwide improvements, in addition to the pay-off debt related to a district charter school loan. The amount of that new debt was \$4 million, which increased the district bonded indebtedness at 12/31/2017 from \$11,275,000 without the new debt to \$15,275,000, thus reducing district debt capacity. This lower debt capacity would, all else being equal, reduce the district’s match rate to a level less than 35%.

G. The school district's unreserved fund balance as it relates to their overall budget.

District’s Unreserved General Fund: \$ 1,021,936

Weighted Rank: 4.49% of 20% max

Agreed

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

Cañon City Schools has been a floor funded district for many years. This means we receive only 95% of average per pupil funding. Until November 2017 we were never able to pass a mill-override question to supplement our funding. Even with that, new dollars are designated to support instructional technology, attracting and retaining high quality staff, updating instructional resources, expanding preschool services, and annual maintenance. To even pass this question we had to include a 10-year sunset provision on it.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

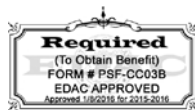
Cañon City received a Safe Routes to School grant that will be leveraged to improve safe access to the campus in conjunction with this project. We are also working with Valley Wide Health Services to create a School Based Health Center. This grant will completely furnish space made available within the facility to meet these needs. As of right now we do not have any other streams of money.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

27.39

CDE Minimum Match Percentage:

35%



● **Facilities Impacted by this Grant Application** ●

CANON CITY RE-1 - WES Replacement - Washington ES - 1949

District:	Auditor - Canon City RE-1
School Name:	Washington ES
Gross Area (SF):	44,800
Number of Buildings:	1
Replacement Value:	\$18,112,655
Condition Budget:	\$10,699,874
Total FCI:	0.59
Adequacy Index:	0.53



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,764,375	\$1,699,332	0.96
Equipment and Furnishings	\$540,802	\$676,002	1.25
Exterior Enclosure	\$2,265,280	\$1,244,438	0.55
Fire Protection	\$475,329	\$338,585	0.71
HVAC System	\$1,751,237	\$1,592,479	0.91
Interior Construction and Conveyance	\$2,773,020	\$2,700,996	0.97
No System Group	\$4,579,712	\$336,974	0.07
Plumbing System	\$792,705	\$662,509	0.84
Site	\$1,854,880	\$1,774,995	0.96
Structure	\$1,315,315	\$0	0.00
Overall - Total	\$18,112,655	\$11,026,310	0.61

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: CANON CITY RE-1

County: FREMONT

Project Title: WES Replacement

Applicant Previous BEST Grant(s): 4

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

If Yes, please explain why: Combined with another project that was deemed too expensive and did not adequately express urgency.

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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

The Fremont RE-1 School District is located in Cañon City, the county seat of Fremont County, Colorado. Our economic base centers around corrections, retirees, tourism, farming, and ranching, as well as an emerging technology industry. We educate a total of 3,937 students in grades PK-12 in 8 facilities. 557 of these students are charter, PK special education, CPP preschool, and Gateway to College students, leaving the district directly responsible for instructing 3,380 students. Our most recent District Performance Framework scored us as 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 school, a large traditional K-8 school, a small K-8 core knowledge charter school, a traditional middle school, and a pathways high school. Our most recently constructed facilities are Harrison K-8 (population 673, completed 2006), and portions of Canon City High School (population 1025, originally built 1961, with newer portions completed in 2006).

The Cañon City School District does not have enough bond capacity to address its facility needs. An attempt at passing a bond and a mill levy override in November 2013 resulted in a loss by 300 votes (bond) and 120 votes (mill override) out of approximately 8,000 cast on capital construction questions totaling around 6 million dollars. However, an MLO and initial capital construction bond to provide the required local match for a BEST grant project approved last year was approved during the November 2017 election, as well as potential future matches for viable Canon City Middle School and Washington Elementary School solutions.

Cañon City's total assessed value is \$236,308,510. Our general fund mill rate is currently set at 32.593, which consists of the maximum base assessment allowable by Colorado law and an additional 5.861 mills for an override (MLO) approved in November 2017.

An additional 6.973 mills are set aside each year through 2020 to pay off a bond passed in 2003 to build a new Harrison K-8 school and to put a new addition on Center High School.

In December 2017 a mill increase of 1.270 was approved, and \$4 million in bonds were sold, to provide a local match for the multiple facilities BEST Grant we were awarded in spring 2017, and to pay off the Mountain View Core Knowledge Charter School building loan. This levy will continue for 20 years.

Finally, Canon City voters have already approved matches for BEST grants to be submitted during the spring 2018 cycle, including \$8 million for a Canon City Middle School facility solution and \$6.2 million for a Washington Elementary facility solution. This would add another 4.232 mills for the next 20 years.

It should also be noted that Cañon City Schools is one of Colorado's floor funded districts (meaning it receives the lowest per pupil funding in the state allowable by law), and until the November 2017 election, was one of only two floor funded districts without an MLO. As a result of the application of the Budget Stabilization Factor applied to the Colorado School Finance Act

BEST FY2018-19 GRANT APPLICATION SUMMARIES

the district's total program funding shrunk by approximately 3.4 million dollars per year after 2010. Because we have had to make difficult financial decisions related to educating our children, we have fallen behind on numerous facilities upgrade projects.

Deficiencies Associated with this Project:

General CCSD

During the winter of 2015-16, the Canon City School District explored submitting a BEST application to address building envelope and health and safety issues for all district schools. This plan would have resulted in a multi-million-dollar request to repair roofs, remove asbestos, upgrade windows and entries, increase safety access, and address water delivery systems in every building necessary.

As planning progressed, we realized two of our schools might possess deficiencies beyond that which upgrades would have been a worthwhile investment. This prompted us to take an in-depth look at Canon City Middle School and Washington Elementary. As a result, we removed all projects related to these schools from our proposal and sought more information about their ability to serve our needs long into the future.

Deficiencies Specific to Washington

Structure:

In the spring of 2016, we conducted a structural and use analysis of Washington Elementary. This identified significant concerns that must be addressed in the next 4 years. They include the following:

"The weight of solar panels on the roof causes glass block tile to sag, crack, and explode.

"Ceiling steel is beginning to rust and weaken, as a result of significant water penetration.

"The corridor wall between the auditorium and school office is significantly out of plumb. This is a sign of severe foundation issues.

"There are quite a few masonry cracks in classrooms near the auditorium, in the music room, and in the auditorium itself. This is another sign of foundation issues.

"Because of weak structure roofing over classrooms slope causing puddling, exacerbating 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 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 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.

General Safety and Security:

Washington Elementary has a straight and long floor plan containing numerous security breaches. With thirty-seven points of entry, including uncommonly sized, severely weathered, original wood core and hardware entry/exit doors embedded in every classroom. When the weather turns humid in late spring and early fall many of these swell and stick, making them difficult for a grade K-5 child to open, and nearly impossible to close. This is an extremely frightening prospect in a town known for housing some of our nation's most dangerous criminals.

Also of great concern is the absence of a two-way communication system in classrooms. Intercoms only work one way and are of original boxwood design.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Interior doors are not fire rated. Hardware is not ADA accessible and can only be locked from the outside, placing students and personnel in harm's way during lockdown procedures. Our solution has been to outfit each door with handmade laminated card and rubber band devices that can be pulled off already locked knobs in case of emergency.

Visitors enter the school through original wood core doors and must go down a hallway before coming into contact with the office. Thus, they can wander the building without ever checking in at the front desk.

Roofing:

A roofing analysis conducted in 2001 indicated the useful life of portions of Washington Elementary School's roofs were already long past. This plays out each rainy season when we discover and must address leaks in new areas. It also exacerbates our structural issues, causing steel joists to rust.

ADA Noncompliance:

Not a single restroom at Washington Elementary has a designated accessible stall so students and adults with ADA needs cannot gain access without assistance.

Electrical Service:

Many sections of Washington Elementary no longer have the capacity for electrical expansion. Classrooms have too few outlets. To provide simple electrical service wiring and data access ports must be surface mounted throughout. This is also how the school's fire alarm system was installed. In a world where student access to instructional technology is a necessity, such limitations make it impossible to set up labs or even recharge classroom sets of one-to-one devices.

Plumbing/Mechanical/Technical:

Washington School also has a significant potable water delivery problem, as old galvanized pipes are corroding, causing flow problems, and even discoloring the water. This also makes it challenging to maintain fixtures, as rust and corrosion penetrate them, causing failure. Reduced water pressure also causes fixtures to function poorly.

Bathroom and sink fixtures are old and inefficient. Many bathrooms stalls lack privacy doors.

There is no fire sprinkler system because all sections of the building were constructed before this became standard practice.

Because of its date of construction, there are no spaces in the building available to house technology related to networking. Thus, switches, routers, wiring, and other hardware had to be installed in the basement causing it to be susceptible to potential plumbing leaks. In August of 2017, such a leak destroyed more than \$20,000 worth of networking on the first day of school, rendering the network useless for the better part of a week.

Asbestos:

Asbestos is located in Instructional spaces in the form of window sealant, floor tile, and ceiling tile mastic. Additionally, a large portable building located at the north end of the school complex has been abandoned and boarded up because of high asbestos content. There is also asbestos located in plumbing service tunnels.

Windows:

All classrooms are fitted with original, rusty framed, inoperable, inefficient single pane windows sealed with asbestos. This contributes to high operations costs and poor classroom air quality.

Parking-Building Access:

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Washington is located on North 9th Street, the busiest north-south corridor on the west side of Canon City. There is no bus/student drop off lane, requiring parents to drop children off on a busy street or seek limited parking on the road so they can walk their child to the front door. There is also very little staff and visitor parking. Whenever a significant event takes place on school grounds participants must seek to park along the street as far as four blocks away.

Inadequate Instructional Space:

Washington was not designed for modern instructional use. There are no breakout spaces for small group intervention. In fact, two exit vestibules must be used for this. There are no teacher collaboration spaces. In fact, a back corner of the auditorium stage is used for a copy room. A lack of modern electrical capacity makes it difficult to utilize instructional technology. Finally, retrofitted air conditioning systems with noisy surface mounted vents and under ceiling air units make it difficult for students to hear their teacher, and each other.

Proposed Solution to Address the Deficiencies Stated Above:

As a result of the deficiencies described above, the district considered a variety of options to address the facility needs at Washington Elementary.

One option was to close Washington due to its many structural issues and costs related to needed upgrades. Thus, we considered moving Washington's (K-5) children to our Harrison K-8 facility (built in 2006) to establish a sizeable 700+ student elementary school. We would then move Harrison's 6th through 8th-grade students (roughly 350) to Canon City Middle School, making use of some available space there, creating a larger than 700 student middle school there.

Another option explored was closing Washington, closing Canon City Middle School, and building a single brand new facility for both student populations. Variances to this option included turning this new building into a K-8 facility or moving all CCMS students to Harrison to create a larger middle school there, then building a new larger elementary school for the remaining Washington and Harrison K-5 students on another site.

After communicating these options through digital media and local newspaper stories, conducting parent and public surveys, holding well attended informational meetings, and inviting public comment, it became clear to the board of education the community overwhelmingly favored a solution for Washington on its current campus. Other paths would result in the district losing a highly valued neighborhood school option where all children walk to class while adding a long-term, expensive commitment to transporting children to distant points in town.

After deciding in October 2016 to pursue a solution for Washington Elementary School on its current property, the Cañon City School District engaged its longtime architectural partner CRP, as well the GE Johnson Construction Company to determine the best solution. It was at this time we concluded the cost to renovate the existing facility would be in the neighborhood of 70% of building a new one.

With this in mind, we sought other routes to a solution on the Washington property. Our first step was to determine if we could construct a new school on the site, and we discovered that to be entirely feasible. Things we took into consideration are as follows:

We can orient a two-story building on the northeast portion of the property with a south facing main entry increasing safe access during winter weather. A two-story facility creates operations efficiencies and allows us to make use of current utility access. This allows more parking and green space than is afforded by our existing facility.

We can locate playfields to the west of the new facility allowing for safe and secure access as well as adequate supervision of children.

We can orient a student drop off-visitor parking area off 10th Street to the east of the facility. Canon City planners are quite favorable to this because it removes traffic from more congested streets like College Avenue and 9th Street during drop off and pick-up times.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

We can place a staff/visitor parking lot to the south and west of the facility with access to 9th Street, keeping parking off busy streets during large scale events.

We can build a facility that encourages community use when school is not session. There can be easy access after hours by recreation programs, community arts programs, and Kids Klub patrons (Kids Klub is an after-school childcare service provided in consort with our local recreation department). Though we will lose a valued traditional-style auditorium, our plan will allow flexible use of a commons-gymnasium area for public performances in an auditorium-like setting. We will locate these near the entry of the building to encourage community use and interaction in a controlled manner.

Our master plan supports a variety of learning activities with state of the art classrooms that integrate instructional technology, breakout spaces, and small and large group instruction rooms. We will locate the media center, art room, commons, and gymnasium for easy access by each learning community.

We will establish an east to west building orientation for classrooms to support effective daylighting strategies.

Mechanical systems would be both highly efficient and based on proven strategies for the Fremont County region. Quiet and efficient cooling and heating, highly insulated exterior walls and less complex systems we can operate and maintain long-term at a lower cost are vital components.

Canon City is the Climate Capital of Colorado, so transitional indoor-outdoor learning spaces are planned to take advantage of this. We will erect grade level appropriate playgrounds and both small and large group gathering areas as well.

We carefully considered all design elements, from crucial issues surrounding durability of finishes and long-term cost of maintenance. We also attended to details related to how the school will function, which programs we'll support, the maximum number of students served, how students will flow through the facility, and how visitors and parents will access the campus. This design work was 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.

In the end, we concluded replacing Washington Elementary School on its current site to be the best long-term solution. As a result, we carefully costed out such a solution, placed a bond match question on our ballot, took community members on tours of the facility so they could see deficiencies for themselves, received voter approval for our match, double checked and updated our cost estimates, and have prepared this application and budget calling for the building of a brand new Washington Elementary School on its current site, followed by the demolition of the original.

How Urgent is this Project?

Such a sense of urgency surrounds the need to solve the health, safety, and security issues at Washington Elementary School that when presented evidence of deficiencies listed above, the Canon City voting community, historically known to reject ballot issues, voted to approve a match for this project.

Based on a structural analysis of Washington Elementary School conducted in spring 2016, the Cañon City School Board feels it can't commit to educating children in the facility beyond the 2021-22 school year. Structural deficiencies are evident in how the weight of solar panels on the roof cause glass block tile to sag, crack and explode. Ceiling steel is rusting and weakening due to significant water penetration. The corridor wall between the auditorium and school office is significantly out of plumb. Masonry cracks have appeared in classrooms near the auditorium, in the music room, in the auditorium itself, and in the basement. The north side gym steel deck canopy is severely rusted. The building has settled so much that basement floor drains have moved and are now at high points. Lintels above restrooms are undersized and now only have a 30 PSI snow load rating. Finally, steel channel mullion between classroom exterior doors and glass block is overstressed, causing glass block to crack and classroom exit doors to stick. Wood joists above classrooms are starting to creep.

We are also concerned about our ability to secure Washington Elementary. With its extended one-level floor plan it contains many security breaches. There are forty points of entry, including uncommonly sized wood core doors that stick in humid weather, making them difficult for a grade K-5 child to open, and nearly impossible to close.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Interior doors are not fire rated, not ADA accessible and can only be locked from the outside, placing students and personnel in harm's way during lockdown procedures.

Visitors to the school must go down a hallway before ever coming into contact with the office. Thus, they can wander the building without ever checking in at the front desk.

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 Canon City School District consists of 7 school campuses (serving just over 3,600 students), a district office, a warehouse-transportation facility, and a special services center. We also have a K-8 charter school that manages and maintains its own facility. Canon City Schools capital renewal budget allocations for the past five fiscal years were as follows:

13-14 = \$399,996
14-15 = \$600,000
15-16 = \$700,000
16-17 = \$800,000
17-18 = \$900,000.

Because Washington elementary serves about 10% of our student population it is safe to say at least \$90,000 of this is available for building improvement at Washington on an annual basis. This amounts to roughly \$257 per student.

We also allocate facilities maintenance dollars directly to Washington in the form of salaries, benefits, maintenance supplies, and repair fees through our annual General Fund budget. In 2017-18 this amounted to \$252,000 in budget indicator 2620 (custodial staff, repair supplies and utilities). \$159,600 of this was not related to utility costs. Additionally we allocated \$665,000 in budget indicator 710 at (district level maintenance) in 2017-18. This includes all district level operations employees such as director, electricians, plumbers, carpenters, HVAC personnel, and grounds. If this were viewed on a per pupil basis it would be safe to say this amounts to an additional \$66,500 allocation to Washington maintenance.

Thanks to the passage of an override in November 2017 we'll also be able to allocate an additional \$100,000 per year to our capital reserve fund for the next 10 years, bringing our annual total capital reserve allocation to \$1,000,000 per year.

Thus, we are comfortable saying at least \$325,000 per year is allocated to maintain Washington, with \$100,000 of this to be placed in reserves to support future major repairs when they arise.

As a result of high maintenance needs and the imposition of the Budget Stabilization Factor our ending unrestricted capital reserve fund balance has dropped from \$2.196 million in 13-14 to \$830,690 in 16-17. This is because we are spending large portions of our maintenance budget to put band-aids on Washington's roofing, plumbing, parking areas, grounds systems, and heating-cooling systems, as well as paying a premium on utility costs as a result of the inefficient systems currently in place.

The district has highly qualified and well-trained maintenance staff. As part of this process, and in conjunction with a multi-facility upgrade grant received last year, the district will also be establishing long-term building standards around controls, mechanical systems, instructional technology, entry systems, and roofing systems. The district will also capitalize on this opportunity to provide staff with professional development in maintaining new systems and finishes.

As the building is constructed we'll run operations staff through to see how systems have been put in place and in the construction process we'll chart and implement a detailed preventive maintenance schedule. The plan will include daily, weekly, monthly, quarterly, bi-annually, and annual inspection-maintenance items, including the completion of an annual punch list prior to the first day of school each year. We'll keep an inventory of building components and their conditions so

BEST FY2018-19 GRANT APPLICATION SUMMARIES

we can anticipate maintenance needs and plan for expenses. As evidenced by the Harrison K-8 facility we built in 2005-06, we fully understand the value of a structured preventive maintenance program. That building is now 12 years old but still looks brand new.

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 as an elementary school in 1949 with additions and renovations applied in 1960, 1968, 1969, 1994 and 2002.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Since 1949 Washington Elementary School has experienced additional work in 1960, 1968, 1969, 1994 and 2002. It has long provided a quality education in our community, and the current facility is actually the second building so named. Its location adds value to the district because not a single student has to be transported to it, saving precious operations dollars each year. 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. This identified rusting roofing steel and settling issues 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.

A complete list of deficiencies is listed in our application.

After hosting numerous community engagement sessions, conducting surveys, and inviting the public to hearings at School Board meetings, and taking community members on organized tours of the building the district determined its the best path forward would be to replace this facility by building a new one on its current site and then demolishing the old one.

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

Since fall 2015 CCSD has sought ways to address its current facility needs. However, with needs totaling more than \$61 million and bonding capacity of only \$32 million, we have found this quite difficult. We have engaged with partners such as the Colorado Health Foundation and the El Pomar Foundation to upgrade playgrounds, and we have secured several safe routes to school grants from the Colorado Department of Education support our efforts.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The Canon City School District consists of 7 school campuses (serving just over 3,600 students), a district office, a warehouse-transportation facility, and a special services center. We also have a K-8 charter school that manages and maintains its own facility. Canon City Schools capital renewal budget allocations for the past five fiscal years were as follows:

13-14 = \$399,996
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17-18 = \$900,000.

Because Washington elementary serves about 10% of our student population it is safe to say at least \$90,000 of this is available for building improvement at Washington on an annual basis. This amounts to roughly \$257 per student.

We also allocate facilities maintenance dollars directly to Washington in the form of salaries, benefits, maintenance supplies, and repair fees through our annual General Fund budget. In 2017-18 this amounted to \$252,000 in budget indicator 2620 (custodial staff, repair supplies and utilities). \$159,600 of this was not related to utility costs. Additionally we allocated \$665,000 in budget indicator 710 at (district level maintenance) in 2017-18. This includes all district level operations employees such as director, electricians, plumbers, carpenters, HVAC personnel, and grounds. If this were viewed on a per pupil basis it would be safe to say this amounts to an additional \$66,500 allocation to Washington maintenance.

Thanks to the passage of an override in November 2017 we'll also be able to allocate an additional \$100,000 per year to our capital reserve fund for the next 10 years, bringing our annual total capital reserve allocation to \$1,000,000 per year.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Thus, we are comfortable saying at least \$325,000 per year is allocated to maintain Washington, with \$100,000 of this to be placed in reserves to support future major repairs when they arise.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

We currently expend approximately \$95,000 per year on utilities. All models we have run indicate a new building would reduce this cost by roughly 55%.

Current Grant Request:	\$16,433,433.56	CDE Minimum Match %:	35
Current Applicant Match:	\$6,199,032.44	Actual Match % Provided:	27.39
Current Project Request:	\$22,632,466.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	2017 Bond
Future Grant Requests:	\$0.00	Escalation %:	5
Total of All Phases:	\$22,632,466.00	Construction Contingency %:	5
Affected Sq Ft:	46,994	Owner Contingency %:	10
Affected Pupils:	334	Historical Register?	No
Cost Per Sq Ft:	\$481.60	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$76.48	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$405.12	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$67,761.87	Who owns the Facility?	3rd Party
Gross Sq Ft Per Pupil:	141	If owned by a third party, explanation of ownership:	Pledged under a QZAB lease/purchase - pending substitution of collateral

Financial Data (School District Applicants)

District FTE Count:	3,448	Bonded Debt Approved:	\$18,200,000
Assessed Valuation:	\$236,308,510	Year(s) Bond Approved:	17
PPAV:	\$68,535	Bonded Debt Failed:	\$5,450,000
Unreserved Gen Fund 16-17:	\$1,021,936	Year(s) Bond Failed:	13
Median Household Income:	\$42,321	Outstanding Bonded Debt:	\$14,205,000
Free Reduced Lunch %:	57.2%	Total Bond Capacity:	\$47,261,702
Existing Bond Mill Levy:	7.965	Bond Capacity Remaining:	\$33,056,702
3yr Avg OMFAC/Pupil:	\$1,294.76		



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

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.

Question 2, subsections A-H are related directly to the factors used in calculating the matching percentage. Only respond in detail to the factors which you believe inaccurately or inadequately reflect financial capacity. For those factors which you believe accurately or adequately reflect financial capacity, please leave the response blank or type “Agreed”.

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, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your school district or BOCES.

As described in our grant application, Washington Elementary students occupy a facility with significant structural deficiencies, are taught in spaces (such as vestibules) that weren't designed for instruction, and every solution other than the one we finally pursued would destroy the neighborhood learning community as it exists.

Additionally, it's quite challenging to pass an education-related ballot question in the Cañon City School District.

Faced with upwards of \$60 million in facility improvement needs (between the need for two replacement schools, significant upgrades to our charter school, and general health and safety upgrades to all other facilities) our remaining bonding capacity is only around \$40 million. An attempt at passing a bond and a mill levy override in November 2013 resulted in a loss by 300 votes (bond) and 120 votes (override) out of approximately 8,000 cast. That capital construction question totaled only \$6 million worth of what would have been band-aids scattered across all facilities.

An MLO and initial capital construction bond to provide our required match for a BEST grant project awarded in spring 2017, as well as best estimate future matches for viable Cañon City Middle School and Washington Elementary School

solutions, passed by only 75 votes (out of nearly 9,000 cast) in November 2017.

This left us with 6.2 million voter-approved dollars (a 27.39% match) in hand to match our Washington project. Our updated budget came to \$22,632,466 after factoring in 5% escalation, 5% GC, and 10% owner contingencies. A 35% match would require us to secure an additional \$1,721,363 in matching funds. With an unrestricted capital reserve balance of only \$830,00 as of July 1, 2017, and nine campus facilities to maintain, and having won our most recent election by less than 1%, we see no way to provide this additional match without going back to our voters, and we don't see that as a viable option.

However, please note that if this project were approved and financed in a manner in which the district could sell its own bonds, we believe we would be able to mitigate much of the \$1,721,363 match shortfall, as advised by our investment banker, due bond premium that could be generated because our ballot question allows for a sale at up to 6% interest.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

The best information we had in August 2017 when we set our ballot question was that we would need to provide a 32% match, totaling \$6.2 million dollars for this project as its budget was laid out at the time. Despite already selling \$4 million in bonds in 2017, and approving a 5.861 annual mill levy override, our match requirement increased from 32% to 35%. Along the way, we also had to address cost escalation, and we discovered our prior architectural partner left a few items out of our original program plan (a stage, a 3rd kindergarten classroom, and a food service kitchen).

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

A. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

Applicant's PPAV: \$68,534.95

Weighted Rank: 0.67% of 5% max

Agreed

B. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

Applicant's Median Household Income: \$42,321

Weighted Rank: 3.88% of 15% max

Agreed

C. 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.

Applicant's FRED Percent: 57.2%

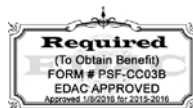
Weighted Rank: 6.97% of 20% max

Agreed

D. Bond Election failures and successes in the last 10 years – The more attempts the school district has made, the lower the match.

Applicant's Bond Elections: 2

Adjustment: -2% (-1% per attempt)



2013 bond effort failed

E. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

Applicant’s Bond Mill Levy: 7.96

Weighted Rank: 7.53% of 20% max

On 12/12/17 the district closed on a bank placement bond related in part to the 2017-18 BEST grant for districtwide improvements, in addition to the pay-off debt related to a district charter school loan. The annual debt service on that new debt increased the district “bond” mill levy by 1.163 for the 2018 calendar year collection (from 7.613, which it would have been without the 2018 cost of the new \$4 million new debt). This higher bond mill levy would, all else being equal, reduce the district’s match rate to a level less than 35%.

F. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

Applicant’s Remaining Bond Capacity: \$ 33,056,702

Weighted Rank: 13.03% of 20% max

On 12/12/17 the district closed on a bank placement bond related in part to the 2017-18 BEST grant for districtwide improvements, in addition to the pay-off debt related to a district charter school loan. The amount of that new debt was \$4 million, which increased the district bonded indebtedness at 12/31/2017 from \$11,275,000 without the new debt to \$15,275,000, thus reducing district debt capacity. This lower debt capacity would, all else being equal, reduce the district’s match rate to a level less than 35%.

G. The school district's unreserved fund balance as it relates to their overall budget.

District’s Unreserved General Fund: \$ 1,021,936

Weighted Rank: 4.49% of 20% max

Agreed

H. Other unusual financial burdens not reflected in the match calculation (i.e. underfunded mandates, unexpected expenses, self-funded programs).

Cañon City Schools has been a floor funded district for many years. This means we receive only 95% of average per pupil funding. Until November 2017 we were never able to pass a mill-override question to supplement our funding. Even with that, new dollars are designated to support instructional technology, attracting and retaining high quality staff, updating instructional resources, expanding preschool services, and annual maintenance. To even pass this question we had to include a 10-year sunset provision on it.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

Washington Elementary has received El Pomar and Colorado Health foundation grants to upgrade playgrounds and these will be leveraged with this project. As of right now we do not have any other streams of money.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested? 27.39

CDE Minimum Match Percentage: 35%



● **Facilities Impacted by this Grant Application** ●

HINSDALE COUNTY RE 1 - PK-12 Security Addition & Renovations - Lake City Community School - 1986

District:	Auditor - Hinsdale County RE-1
School Name:	Lake City Community School
Gross Area (SF):	15,200
Number of Buildings:	1
Replacement Value:	\$5,854,047
Condition Budget:	\$2,196,123
Total FCI:	0.38
Adequacy Index:	0.58



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$591,251	\$616,960	1.04
Equipment and Furnishings	\$349,539	\$131,117	0.38
Exterior Enclosure	\$1,263,350	\$102,976	0.08
Fire Protection	\$705	\$152,572	216.42
Furnishings	\$51,944	\$0	0.00
HVAC System	\$1,085,996	\$638,263	0.59
Interior Construction and Conveyance	\$931,581	\$399,508	0.43
Plumbing System	\$245,336	\$75,769	0.31
Site	\$811,800	\$231,533	0.29
Structure	\$522,545	\$0	0.00
Overall - Total	\$5,854,047	\$2,348,698	0.40

HINSDALE COUNTY RE 1 - PK-12 Security Addition & Renovations - WeeCare - 2012

District:	Auditor - Hinsdale County RE-1
School Name:	WeeCare
Gross Area (SF):	4,200
Number of Buildings:	1
Replacement Value:	\$983,151
Condition Budget:	\$107,872
Total FCI:	0.11
Adequacy Index:	0.34



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$122,597	\$44,084	0.36
Equipment and Furnishings	\$38,545	\$0	0.00
Exterior Enclosure	\$132,327	\$0	0.00
Fire Protection	\$195	\$42,158	216.34
Furnishings	\$4,155	\$0	0.00
HVAC System	\$100,198	\$0	0.00
Interior Construction and Conveyance	\$189,795	\$40,545	0.21
Plumbing System	\$65,136	\$0	0.00
Site	\$184,307	\$23,244	0.13
Structure	\$145,896	\$0	0.00
Overall - Total	\$983,151	\$150,031	0.15

● **Facilities Impacted by this Grant Application** ●

HINSDALE COUNTY RE 1 - PK-12 Security Addition & Renovations - Armory Building/Gym - 1883

District:	Auditor - Hinsdale County RE-1
School Name:	Armory Building/Gym
Gross Area (SF):	10,800
Number of Buildings:	1
Replacement Value:	\$3,741,648
Condition Budget:	\$750,179
Total FCI:	0.20
Adequacy Index:	0.43



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$508,508	\$0	0.00
Equipment and Furnishings	\$52,313	\$0	0.00
Exterior Enclosure	\$1,221,258	\$293,278	0.24
Fire Protection	\$10,226	\$108,407	10.60
HVAC System	\$571,056	\$0	0.00
Interior Construction and Conveyance	\$685,426	\$426,293	0.62
Plumbing System	\$145,931	\$0	0.00
Site	\$131,272	\$6,562	0.05
Structure	\$416,284	\$24,047	0.06
Overall - Total	\$3,742,274	\$858,587	0.23

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: HINSDALE COUNTY RE 1

County: HINSDALE

Project Title: PK-12 Security Addition & 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 type="checkbox"/> Roof | <input 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 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 checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Lake City lies at 8671' in the San Juan Mountains of southwestern Colorado, 250 miles southwest of Denver and an hour southwest of Gunnison on State Highway 149. Our neighbors Silverton, Ouray, and Telluride are all within about 25 miles as the crow flies, but a three to five hour drive around the peaks of the San Juans. Creede is to our southeast, an hour's drive on Hwy. 149 over two mountain passes: Slumgullion at 11,530' with the highest grade in the state at over 9%, and Spring Creek at 10,898' on the Continental Divide. The USGS identified Hinsdale County as the most remote county in the lower 48 states. Over 96% of the county is public land including six wilderness areas and five glorious peaks over 14,000' giving our school its identity as the Fourteeners.

Lake City's summer tourist economy has outdoor recreation at its core, and things are quieter here in the winter as we do not have a ski area and many seasonal businesses are open only during the summer. Our population of 500 more than quadruples during the summer as second homeowners open their rarely-occupied homes (according to DOLA, Hinsdale County has a 77% vacancy rate). Families who call Lake City home year-'round must be creative in the ways they make a living. Construction and local government follow tourism as economic drivers. Our cost of living is extremely high: Hinsdale RE-1 is in the top 7% of all districts in the state (13th of 178) for cost of living putting us in the company of Telluride, Vail, and Breckenridge, but we lack a year-'round economy. Both living and building here are very expensive.

Our community loves us as indicated by a 78% approval rating in a 2015 survey. Our District has been Accredited with Distinction for nine years running, and we have repeatedly sent our cross country, basketball, track, and Knowledge Bowl teams to state championship competitions (despite not having a gym or track). But our community is full of retirees on fixed incomes; that along with our extremely high number of second home owners and very high cost of living make passing a bond in Lake City so challenging. The BEST funding we seek is absolutely essential for our needs to be met.

Our District's first school building was built in 1880; its second story was removed in 1949. The District used this building until it was replaced by a new facility in 1986 designed for grades K-5. From 1967-1997, middle and high school students were bused to Gunnison. Starting in 1997, a temporary building and a residence across town were used for secondary classrooms until two wings were added to the main school in 2003 to accommodate grades preschool-12. The 2001 bond for the addition was the only bond passed in the District's history and took two attempts. The effort resulted in a bare-bones, undersized project that does not include a gymnasium. It also was designed in the wake of Columbine when current school security features had not yet evolved, so while the addition is only 15 years old, it does not meet our needs.

The undersized addition quickly led to the need for more classroom space and the acquisition of a residence across the highway from the main campus, the Happy House, for use as a Spanish classroom. This arrangement was only marginally successful as having only one teacher in an isolated classroom that required students to cross the highway unsupervised eight times per day presented too many safety challenges. The decision to bring the Spanish classroom to the main campus resulted in the relocation of the preschool classroom 2.5 blocks from the main campus to a leased classroom within our community childcare center. This arrangement is problematic as well (details below).

BEST FY2018-19 GRANT APPLICATION SUMMARIES

In addition to leasing a preschool classroom, the District leases part of the historic Armory from the Town of Lake City to use the gymnasium for PE and athletics. The Armory is 3.5 blocks from the school and presents acute safety and security challenges, also detailed below.

Deficiencies Associated with this Project:

Facility assessments over the past 2 years have revealed an overwhelming number of deficiencies regarding SECURITY, SAFETY, and HEALTH. Assessments have been done by a professional consulting firm, an architectural firm, two engineering firms, our District Safety Team, our school resource officer, state and local fire inspectors, and staff, parents, and community.

With new construction in 1986 and an addition in 2003, the District has maintained our one-campus facility to the best of our ability while attempting to meet all of the basic needs for students. However, there are unnecessary challenges to providing a strong educational experience for students and staff when the facility itself does not offer fundamental security and safety features. All of the recommendations listed in this application reflect the urgent need to address glaring deficiencies in basics that should be standard to any school district in the 21st century.

SECURITY DEFICIENCIES:

- *The 3.5 block walk through town to and from our PE facility is not secure - Because we have no gymnasium, we lease the Town of Lake City Armory for PE classes and athletic practices. This requires that at least eight times per day, students walk through the busiest blocks of downtown Lake City with only the supervision of one PE teacher. Thoughts of a shooter taking advantage of this regularly timed, full exposure of our students keeps this administrator up at night.
- *The Armory is open to the public - Members of the public are able to wander in and out of the gym while students are using it. There is no secure, monitored entrance.
- *Inadequate communications with the Armory - We have no quick, reliable way to communicate between classes at the Armory and main campus in the event of a lockdown or lockout emergency. Teachers carry cell phones, but the added need to call either direction in the event of a lockdown or lockout is a heavy burden. There is no administrative support at the Armory.
- *Our preschool classroom is in the local childcare center, 2.5 blocks from the main campus - Due to overcrowding on our main campus, we had to move our preschool classroom from our main campus to a leased classroom in the community childcare center. This requires multiple trips weekly by our youngest students to walk to the main campus for library time, assemblies, and elementary classroom activities. As with students commuting to the Armory, this administrator loses sleep with thoughts of a shooter having open access to our 3- and 4-year-old students.
- *The local childcare center is not a secure facility - Parents and members of the public frequently enter and exit the center with no screening. They have open access to our preschool classroom.
- *Bear in preschool classroom - The preschool classroom last year had a bear break in through a window. The bear did extensive damage to casework, classroom snacks, and classroom furniture. The incident occurred very shortly before families began arriving to drop off their 3- and 4-year-olds. The off-campus location and isolation of this classroom made the incident far more challenging to manage.
- *Inadequate communications with the preschool classroom - We have no quick, reliable way to communicate between preschool class and main campus in the event of a lockdown or lockout emergency. Teachers carry cell phones, but the added need to call either direction in the event of a lockdown or lockout is a heavy burden. There is no administrative support at the preschool classroom.
- *The 3 block walk through town to and from the Lake City Arts downtown theater is not secure - Because we have no theater or music room on campus, our students walk to the local theater for theater class; performances by Creede Repertory Theater, Opera Colorado!, and Music Matters programs; and student productions. The walk through the busy part of Lake City

BEST FY2018-19 GRANT APPLICATION SUMMARIES

is not secure.

*No public announcement (PA) system - We announce lockdowns and lockouts using the intercom feature of our phone system which even at full volume is frequently inaudible in a busy classroom. There is no system for emergency announcements to reach our hallways, bathrooms, or commons. We have ten times the national occurrence of deaf/hard of hearing students (3% instead of 0.2-0.3%) and have no visual paging system for these three students. That their vulnerability is increased in an emergency is unconscionable.

*No outdoor communication method - When students are on the playground, courtyard, or field for recess or PE, we have no communication system (PA) that reaches this area.

*No airlock at our main entrance - Visitors are buzzed through a single door entry directly into the main office. An airlock is needed to allow us to screen visitors for safety concerns before allowing them direct access to the main hub of our building.

*Office is not centrally located and does not provide good surveillance of school grounds - Our main entrance feels like a back door because it is tucked in the back corner of the school, far from the courtyard, playground, commons, and the five other exterior doors. Sight lines to see who is approaching the building are limited.

*Narrow hallway from main entrance to rest of school - All traffic in and out of the main entrance is funneled through a very narrow hallway to the commons. The hallway is only 48" wide and the doorway is only 33" wide. The congestion makes evacuation challenging in an emergency.

*No surveillance system to monitor all parts of building - We do not have video surveillance to see propped doors or people approaching the other five exterior entrances to the building. Although we expect doors to be kept locked at all times, when they are propped we have no monitoring system to know.

*Playground on north side of building and difficult to monitor - The playground is around two corners from the exit making supervision very difficult and security a challenge.

*Commons is not in a secure location - The commons is the heart of our building, but there is no administrative supervision and the evacuation routes are congested and unsafe. All three exit doors from the commons are only 33" single-door wide openings. The commons is a short distance from our unsecure, single door main entrance.

*Commons is undersized and therefore congested - The commons is only 832 square feet, undersized for our student population. The arrangement of the serving counter and the lunch tables makes for bottlenecks that cause traffic flow problems every day, especially for our staff member and student who use wheelchairs and for anyone who may be using crutches. Evacuation from the commons is frighteningly challenging because of these bottlenecks.

*MS/HS hallway is congested - Our middle and high school hallway is lined with lockers on both sides and moving through this space when classes change is very difficult. Because of a lack of hooks (and nowhere to install them), backpacks and jackets that do not fit in the lockers frequently land on the floor of the hallway making the passage very difficult for our staff member and student who use wheelchairs and for anyone who may be using crutches. Evacuation through this hallway is challenging.

*PE equipment stored in hallway - With no gymnasium, our PE equipment is stored in the K/1/art hallway creating traffic flow problems and safety issues. Our staff member who uses a wheelchair frequently cannot get through our PE-equipment laden hallway on a day-to-day basis and evacuation would definitely be problematic. Such facility-induced vulnerability is not OK.

*No keyless entry - Our six exterior doors are often propped open while people run quickly to their cars, which allows anyone entry to the building; a keyless entry system would mean only staff and students who are supposed to be in the building have card access and the doors would not need to be propped. Such a system would also allow for a centralized lock-down mechanism to secure the entire building from the office.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

*Window locks are broken - Windows from the 1986 part of the building are in disrepair and many are "locked" using a piece of wood to hold them closed. We cannot secure the building adequately because of this.

*"Dead-end" lockdown locations - At least six lock-down locations - the science prep room, K/1 bathroom, staff workroom, snack closet, storage above deaf education classroom, and Counselor's bathroom - have no windows or other exits for students and staff to exit should they need to in an emergency; they are "dead-ends."

SAFETY DEFICIENCIES:

*No sprinkler system - this is a major life-safety issue that should not exist in a 21st century school. Sprinklers save lives and in the event of a fire, we would be caught very short.

*No gas shut off switches for science or mechanical room - The only propane shut-off to the building is outside where the line enters the building which is in a difficult-to-access area because it is not near any building exits and because of heavy snow and ice buildup in the winter (on north side of building). We need a shutoff inside the building just outside of the mechanical room, and another shutoff inside the building just outside of the science room. Currently, the only shutoff for the science room is inside the classroom; in the event of a fire in there, it might not be possible to reach the shutoff.

*Plug-in warming trays used for hot lunch using extension cords that violate fire codes - We are in violation of International Fire Code (IFC) 2006 - 605.5 (citation included in supplementary materials) preventing long-term use of extension cords for regularly powered equipment. Many of our hot lunch meals (prepared off site at a vendor's location) are served using warming trays that must be plugged in using an extension cord across a busy walking area. The cord is covered with a heavy floor mat to help prevent tripping, but nearly every day someone trips in that area. Our commons was not well designed for lunch service.

*Failing heating system necessitates frequent use of space heaters which trip breakers regularly - our existing boiler system has resulted in five heating failures this season alone. Students and staff in heavy jackets and warm hats (usually prohibited in the building) are the norm. Schools should not be heated with space heaters on extension cords that trip breakers.

*Failing floor outlets - in both the 1986 and 2003 parts of the building, multiple floor outlets are inoperable.

*Door hardware violates fire code - We are in violation of Colorado Department of Fire Prevention and Control (CDFP&C) 1010.1.11 (citation included in supplementary materials) which requires that classroom hardware (doorknobs) be designed to be locked from the inside of the classroom. The purpose is to encourage classrooms to function with a closed, latched door at all times so that a fire or explosion from within a room is contained. Our existing hardware must be locked with a key from the hallway. Teachers operate in one of two ways: 1. door locked at all times, but propped with a magnet in the door frame to keep the door from latching so that students can enter the room from the hallway without interrupting class for someone to let them in. In a lockdown, teachers remove the magnet from the doorframe and latch the locked door. The magnet system does not require a teacher to enter the hallway to lock the door, but does take two hands, calm concentration, and time. Fire code frowns on the door not being latched. Option 2. door unlocked so students can enter from the hallway without interrupting class. In the event of a lockdown, the teacher has to enter the hallway and lock the door with a key. This requires having the key, exposure to a possible shooter in the hallway, calm concentration, and time. Fire code appreciates the door being latched, but safety practices frown on the teacher needing to enter the hallway to lock the door during an active shooter situation.

*K/1 classroom and secondary science classroom have regular ice build-up at emergency exit doors - roof lines were not designed to prevent snow and ice shed and water drip in front of these emergency exit doors; ice buildup frequently prevents these doors from opening properly.

*Lack of storage violates fire codes - we are in violation of IFC 2006 - 315.2 because teachers are forced to store combustible classroom supplies on top of wall-mounted cabinets within 24" of the ceiling due to the school's lack of storage.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

*ADA violations mean we are unable to meet safety needs of current students and staff - We have a long-term staff member who uses a wheelchair, a student this year who has needed to use a wheelchair for extended periods of time throughout the year, and three students who are deaf/hard of hearing. People using wheelchairs need evacuation routes that allow for full, fast mobility of their wheelchairs to exits. The congestion in our MS/HS hallway, bottlenecks in the commons, PE equipment stored in the K/1/art hallway, and the narrow hallway to the office all mean that our staff member and student have frightening, unsafe, and wholly unfair circumstances during evacuations; they cannot move through these restrictive passageways in our school. This would also be the case for staff or students temporarily using crutches, a common occurrence. Also, while our entire student body is at risk due to our lack of any PA system, our deaf/hard of hearing students are even further disadvantaged because of the lack of any visual paging (VP) system. Unlike a fire alarm (which does have a visual blinking strobe), lockdown and lockout announcements contain further information. Our deaf/hard of hearing students do not hear this information and are unable to understand the directions unless they can see them on a screen.

*Undersized science classroom makes lab work unsafe - the 488 square foot classroom means students can barely get past each other to move around the classroom for equipment during labs. Heating elements and chemicals in such close quarters are unsafe.

*PE storage in K/1/art hallway is unsafe - while this storage situation is especially problematic for people in wheelchairs, other staff and students regularly trip over and are impeded by hula hoops, lacrosse sticks, bags of balls, pop-up nets, and all description of PE equipment that simply has no other home than the hallway. Our young K/1 students also have access to equipment that should not be within their reach, yet another safety concern.

*The 3.5 block walk to the Armory is unsafe due to vehicle traffic and icy roads - There are no sidewalks between the school and the Armory, and the route to the Armory from school takes students through the busiest sections of downtown Lake City. Some students ride bikes and an extremely close call nearly resulted in a middle school biker being hit by a truck. Drivers have complained about how unsafe it is to have students walking in the street, but there are no sidewalks. Icy roads have resulted in multiple injuries over the years with one middle school student missing two weeks of school due to a concussion sustained walking to PE.

*The 3.5 block walk to the downtown theater is unsafe due to vehicle traffic and icy roads - same as problem with walk to Armory.

*Dangerous wildlife are often on the walking route to the Armory and theater - In the past three years we have had one instance of a bobcat and two instances of bears in the walking route between the school and the Armory. During these times, we have put the school in heightened awareness status and have re-routed our students to the Armory. We also regularly have deer and bucks unexpectedly appear as students walk to the Armory. Incidents of deer and bucks charging humans happen on occasion and our students are exposed to this danger.

*The Armory is poorly maintained and full of hazards - Besides the security and safety problems just getting to the Armory, students then only have an undersized, messy, poorly maintained facility in which to do their PE class. The Town Recreation Department is understaffed and unable to put away equipment (a large inflatable slide, a bounce house, kindergym equipment, gymnastics mats, etc.) following regular recreation department activities which results in PE teachers and athletics coaches showing up to an undersized gym floor made smaller and unsafe by all of the equipment sitting out on it. A student recently fractured her tibia and fibula when doing simple PE warm-up calisthenics because she put her foot on a left-out piece of equipment and her foot slipped under a poorly situated storage unit. Furthermore, all people entering or exiting the Armory walk through a snow-shed zone from the high roof of the building. A sign warns cars parking there about the snow falling from the roof; a student's vehicle was severely damaged from falling snow and ice while she was at basketball practice (and we were all relieved it was a car that was damaged and not a child).

*Our lack of a gymnasium leads to unsafe travel conditions for our athletes - Our basketball program in recent history was a co-op program with Creede which has the nearest CHSAA-regulation gymnasium. This required us to drive our students 1 - 1.5 hours each way for practice 2-3 times per week and games 2 times per week over Slumgullion (11,530', highest grade pass in the state at 9%) and Spring Creek (10,898' on Continental Divide) passes during frequently extreme winter driving conditions.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Community attendance at our "home" games was dismal due to this driving challenge. Practices in Lake City are in the Armory. The court is 15 feet too narrow and 20 feet too short, baskets are not regulation height, lines are extremely close to the walls, no padded walls under the baskets exist, and the Town's equipment left out on the floor all make for very unsafe practice conditions. This year we launched our first Fourteeners CHSAA basketball program with JV teams and next year plan to have a varsity program. We are scheduling a couple of "home" games in Gunnison, an hour's drive to the north on winding, shady canyon roads in the winter. We are running this program without a gym. Our kids deserve better.

*Off-campus preschool classroom cannot address safety and health issues - The leased classroom in the community child care center is a stand-alone situation; there is no nursing station, no administrative support, and limited staff when a health issue (sick child, emergency injury) arises.

*Supervision on playground is difficult with current arrangement - Our existing playground is on the north side of the building, around two corners from the courtyard and play field and completely opposite the sports court. The location of the playground makes for very difficult supervision. We must provide three instead of two staff so any emergency information can be relayed if necessary.

*Playground on north side of building ices equipment - Because of the lack of sunshine on the playground, it ices over in the winter and has to be closed.

*Wildlife are frequently present on our playground and campus - We often have deer and bucks grazing in our playground and flower beds right by the entrance to the elementary wing. Deer and bucks are dangerous because they sometimes charge humans. When students are difficult to supervise because of the layout of the campus, the presence of wildlife is an additional unsafe element.

*No facility to support safe CTE learning spaces - With no Career/Technical Education space at all currently, students have to travel to mentorship/internship locations like the county road and bridge shop or private garages or wood shops that are offsite and do not accommodate school safety in a controlled environment.

HEALTH DEFICIENCIES:

*No nursing station - Sick students wait to be picked up on a beanbag behind the secretary's desk. There is no way to isolate a sick child. First aid supplies are kept in a cabinet in the office area. We have no hand-washing sink (outside of the high traffic office bathroom) for treating students.

*Off-campus preschool classroom cannot address safety and health issues - The leased classroom in the community child care center is a stand-alone situation; there is no nursing station, no administrative support, and limited staff when a health issue (sick child, emergency injury) arises.

*The Armory is not cleaned according to our standards - The cleaning of the facility is spotty at best, and sanitizing and disinfecting procedures are not followed. This is especially concerning as school is in session during flu season every year. The public is also in and out of the building increasing the health risk exposure.

*Poor climate control - Our failing heating system and lack of an airlock at the main entrance often result in cold temperatures in the building which makes teaching and learning more challenging as staff and students are expending energy to stay warm.

*So much travel for athletics, even for home games, results in lack of sleep for students - Sleep deprivation negatively impacts learning.

*Bathroom capacity does not meet needs - The staff workroom was relocated so our counselor could have a space with an entrance away from the busy office so students going to the counselor had some privacy. The staff bathroom off of the old workroom is now rarely available and the only adult bathroom is right off the very busy main office. This arrangement adds stress to staff because they have no privacy. MS/HS bathrooms have no doors and students report not wanting to use them

BEST FY2018-19 GRANT APPLICATION SUMMARIES

because what's happening in the bathroom can be heard in the hall.

*Original carpet from 1986 - the negative impact on indoor air quality from old carpet makes for unhealthy learning and working conditions.

*Indoor air quality - the 1986 part of the building has no air exchange system which results in poor indoor air quality. The design of the HVAC system in the 2003 wings of the building results in a 'short cycling' of air because the returns are very close to the vents. Two existing staff have had extended absences due to allergies and illness related to poor indoor air quality.

*No commercial kitchen - We were one of the only two districts in the state without a federal hot lunch program until this year (Aspen is the other). We have implemented a program! The incredibly popular lunch program provides nutrition equity for all with reliable, affordable meals. The program is due to the ability of a local vendor to meet the demands of the federal guidelines and make lunch every day in their commercial kitchen. The meals are picked up by school staff and served with warming trays on campus. Our vendor just listed their business for sale. Should the sale occur, our program would likely end. A commercial kitchen on site would ensure the district's ability to maintain this important program.

*Linoleum in bathrooms impossible to properly sanitize and disinfect - The 1986 elementary bathroom floors are cracked and peeling making keeping them clean very difficult.

*PE facilities do not support adequate hygiene practices - the Armory has no locker rooms for students to dress out for PE.

*No dedicated hand-washing sink in Commons - Students and staff do not have easy access to a hand-washing sink before they eat.

Proposed Solution to Address the Deficiencies Stated Above:

The deficiencies outlined above are addressed in the Master Plan, the concept drawings, and the space program which are all the result of professionals working with two years of community and staff input as well as extensive research and work by our school board. All BEST construction standards, current building codes for Lake City, and all other applicable codes inform the proposed solution.

Our solution is an addition to and renovation of our existing building. Each major component of the addition/renovation outlined below is followed by a list of deficiencies that the solution addresses.

Gymnasium with stage – A primary feature of the addition is a full size gym with locker rooms, storage, a PE office, small weight room, officials' changing room, bleachers, bathrooms, and a stage/music room. This will keep PE classes on campus, allow for CHSAA home games, and provide a main-campus location for theater class and performances. Deficiencies addressed are numerous:

SECURITY:

- *The 3.5 block walk through town to and from our PE facility is unsecure
- *The Armory is open to the public
- *Inadequate communications with the Armory
- *PE equipment stored in hallway
- *The 3 block walk through town to and from the Lake City Arts theater is not secure

SAFETY:

- *PE storage in K/1/art hallway is unsafe
- *The 3.5 block walk to the Armory is unsafe due to vehicle traffic and icy roads
- *The 3 block walk to the downtown theater is unsafe due to vehicle traffic and icy roads
- *Dangerous wildlife are often on the walking route to the Armory and theater
- *The Armory is poorly maintained and full of hazards
- *Our lack of a gymnasium leads to unsafe travel conditions for our athletes

HEALTH:

- *The Armory is not cleaned according to our standards
- *So much travel for athletics, even for home games, results in lack of sleep for students

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- *PE facilities do not support adequate hygiene practices
- *Bathroom capacity does not meet needs

Preschool classroom – Another major feature of the project is bringing a preschool classroom back to our main campus. We have felt the loss of our youngest students on our main campus since that decision was made in 2014, and the off campus location continues to present security, safety, and health challenges. Deficiencies addressed with the return of a preschool classroom include:

SECURITY:

- *Our preschool classroom is in the local childcare center, 2.5 blocks from the main campus
- *The local childcare center is not a secure facility
- *Bear in preschool classroom
- *Inadequate communications with the preschool classroom

HEALTH:

- *Preschool classroom is off campus

Administration space expanded and moved to central part of school – This relocation brings the entire main entrance to the front of the building and creates natural sight lines for people entering and exiting the building. A secure, monitored entrance with an airlock is part of the design. Evacuation routes will be wide enough. A nursing station and staff bathrooms will be included in the space. Deficiencies solved include:

SECURITY:

- *No airlock at our main entrance
- *Office is not centrally located and does not provide good surveillance of school grounds
- *Narrow hallway from main entrance to rest of school

HEALTH:

- *No nursing station
- *Bathroom capacity does not meet needs

Renovation upgrades – The renovation will address multiple deficiencies including:

SECURITY:

- *MS/HS hallway is congested
- *Window locks are broken
- *"Dead-end" lockdown locations

SAFETY:

- *No sprinkler system
- *No gas shut off switches for science or mechanical room
- *Failing heating system necessitates frequent use of space heaters which trip breakers
- *Failing floor outlets
- *Door hardware violates fire code
- *Lack of storage violates fire codes
- *ADA violations mean we are unable to meet safety needs of current students and staff
- *K/1 classroom and secondary science classroom have regular ice build-up at emergency exit doors

HEALTH:

- *Poor climate control
- *Original carpet from 1986
- *Indoor air quality
- *Linoleum in bathrooms impossible to properly sanitize and disinfect

Relocation of playground to south side of campus – With more sun exposure, this will reduce ice buildup on play equipment. The location will allow for better supervision at recess and drop off/pick up times. Deficiencies addressed include:

SECURITY:

- *Playground on north side of building and difficult to monitor

SAFETY:

BEST FY2018-19 GRANT APPLICATION SUMMARIES

- *Supervision on playground is difficult with current arrangement
- *Playground on north side of building ices equipment
- *Wildlife are frequently present on our playground and campus

Security upgrades – A public address (PA) system with visual paging (VP) will be installed to ensure emergency communications can be heard/seen in all areas of the school. Outdoor speakers will let announcements be heard campus-wide. A video surveillance system will monitor the entire campus including all exterior doors. A keyless entry system will be included in the design. This will address the following deficiencies:

SECURITY:

- *No public announcement (PA) system
- *No outdoor communication method
- *No surveillance system to monitor all parts of building
- *No keyless entry

Commons enlarged and adjacent to administration and gym – The commons design will allow for free traffic flow and will have supervision from the office. Lunch service will be integrated into the design. A hand-washing station will be featured.

Deficiencies corrected include:

SECURITY:

- *Commons is not in a secure location
- *Commons is undersized and therefore congested

HEALTH:

- *No dedicated hand-washing sink in Commons

Kitchen – A commercial kitchen will be included adjacent to the commons. Should our hot lunch off-site vendor's business sell, we will have an on-campus option for making lunch. It will also serve as a classroom for culinary arts lessons. Deficiencies addressed:

SAFETY:

- *Plug-in warming trays used for hot lunch using extension cords violate fire codes

HEALTH:

- *No commercial kitchen

Enlarged science classroom – Increasing the size of the science room from 488 to 800 square feet will reduce safety hazards and allow for delivery of a full lab-based science curriculum. Deficiencies addressed include:

SAFETY:

- *Undersized science classroom makes lab work unsafe

Career and Technical Education classroom – Including this space in the addition program eliminates the need to place students off campus for woodworking or auto mechanics lessons. It allows for expansion of hands-on tech curriculum.

Deficiencies addressed include:

SAFETY:

- *No facility to support safe CTE learning spaces

How Urgent is this Project?

Columbine. Sandy Hook. Parkland. School shootings keep happening. Our security needs could not be more urgent. We need a gymnasium and our preschool classroom on our main campus. We need adequate corridors for safe evacuation. We need a controlled entrance with good sight lines. We need surveillance and key card based security of our exterior doors. We need to be able to see our playground. We need a public address and visual paging system for emergency communications. It's urgent. We cannot improve our security features without BEST funding. These are fundamentals for a school district today. We cannot keep improvising. Our kids need better, immediately.

And how do you describe the urgency of a sprinkler system? Code-compliant classroom door hardware? Clear corridors for

BEST FY2018-19 GRANT APPLICATION SUMMARIES

safe passage? Gas shutoff valves? Electrical safety corrections? A heating system that works? All of these safety issues needed to be addressed yesterday. It's urgent. We cannot make these safety corrections without BEST funding.

A healthy learning environment for our kids is also an urgent need. We are in the business of education. Kids cannot learn and teachers cannot teach in an unhealthy environment. We need a nursing station. We need improvements in indoor air quality so allergies and illness do not make staff and students absent. We need adequate bathrooms. We need hand-washing stations. We need a kitchen so we can feed our kids. It's all urgent. We cannot make these health corrections without BEST funding.

If this project is not awarded, our vulnerability remains unacceptably high. We do not want to become another story that, in hindsight, could have been prevented.

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?

With the upgraded lighting, electric, and heating elements of the project we anticipate the added cost to our maintenance budget to be within our ability to cover the expenses. We have noticed by upgrading lighting in previous years that cost savings for the district have happened. With upgrades to the facility we are hoping to realize more savings to the district as a result. We have calculated a square footage cost for each utility and the increase in square footage will be accounted for in our budgeting process using these calculations. We have a healthy beginning fund balance of \$735,057.00 with more than \$575,000 earmarked for this project and continued maintenance of the facility.

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:

Hinsdale County School District RE-1 was formed in January of 1876, enrolling 28 students. During the 2016-2017 school year Lake City Community School has an enrollment of 111 students.

The first school building was built in 1880; its second story was removed in 1949. The District used this building until it was replaced by a new facility in 1986 designed for grades K-5. Two wings were added in 2003 to accommodate grades preK-12.

A summary of the District:

- 2.5 acres of land, of which 1.7 acres is the main campus
- 10,209 square feet of facilities in the main campus building (Lake City Community School)
- 824 square feet of faculty housing
- 511 square feet of leased space used for PreK classes
- 7,112 square feet of community buildings used for physical education, life skills, and theatre classes

• Lake City Community School

- o Original building built in 1986 (31 years old)
- o South and East additions built in 2003 (14 years old)
- o Annual maintenance & operation budget of \$171,753 in fiscal year 2017

District Property

The District owns 2.5 acres of land within the city limits of Lake City, Colorado, consisting of three parcels of land:

- Main campus: located in the south end of block 26 (Hwy 149, Silver, 6th and 7th), 1.72 acres, 24 lots
- Soccer field: located in the north end of block 27 (Hwy 149, Henson, 6th and 7th), 0.65 acres, 9 lots
- Happy House: located in the north-west corner of block 27, 0.14 acres, 1 lot and 2 half lots

District Facilities

Main Campus: Lake City Community School

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The central portion of the Lake City Community School building was constructed in 1986 on the site of the original brick school house, built in 1880. The new school, intended to meet the needs of grades K-5, was 6,672 square feet in size. Today, the central portion (original building) hosts elementary classrooms, a library, administrative offices and a commons area.

In 2003, additions were made to accommodate all grades preK-12, eliminating the need to bus students to Gunnison. A new 3,967 square foot wing was added on the south end which included classrooms for math, science, social studies, and language arts. At the same time, a 3,173 square foot wing was added to the east including an art room and classroom for pre-school. The central portion was also remodeled to improve administrative spaces and functionality.

In 2016, the entire facility was upgraded to use low-energy LED lighting and a parking lot was added north of the building to accommodate District transportation vehicles.

The total size of the current facility is 14,323 square feet, resulting in 131 total square feet per student. In comparison with similar districts in Colorado, this is well below the average of 238 total square feet per student.

The main campus also includes a sports court and a playground with a play structure.

In 2015, Hinsdale County assessed the actual value of the main campus at: \$2,086,150.

Other Facilities

Community Facilities

Several community buildings are utilized by the school District:

- Armory – used primarily for indoor sports, it is located 3½ blocks away in the downtown area at Bluff and 3rd. The space used in the Armory is 4,562 square feet in size; 4,233 square feet used for physical education and 329 square feet used for the Life Skills class kitchen.
- Mary Stigall Theatre – used for theatre and other productions, it is located 3 blocks away, also in the downtown area at Silver and 3rd. The theatre is approximately 2,550 square feet in size.
- Wee Care Child Care Center – leased for Pre-School classes, it is located 1 ½ blocks away at Henson and 5th. The classroom utilized is 511 square feet in size.

Happy House

The 'Happy House' is a residential house directly across Hwy 149 from the main campus. It has been utilized for additional classroom space, but due to the walk across Hwy 149 and resulting safety concerns, it is no longer used as a classroom. Today it is used for faculty housing.

The house was built in the 1950s and is 824 square feet in size, located on .14 acres.

In 2015, Hinsdale County assessed the actual value of the house at: \$172,130.

Soccer Field

The District owns .65 acres of property to the east of the school, a block away across Hwy 149. It is currently used as a soccer and sports field.

In 2015, Hinsdale County assessed the actual value of the soccer field at: \$225,000.

Educating District students in Gunnison

The history of school facilities in Lake City is largely affected by the decision to bus middle and high school students to Gunnison, starting in the 1967-68 school year. This continued until 2004 for a portion of the student body. K-5 classes have always been offered in Lake City and students were never bused (unless a family chose to send their children to Gunnison). In 1997 a temporary building was added to facilitate teaching middle school grades 6-8. The next year, Lake City Community School also offered classes for high school grades 9-12. Starting with the 2004-2005 school year, all students were again in Lake City and busing to Gunnison ceased.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

See details in preceding question. No capital improvement projects have been undertaken in the last three years.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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

The school district will pursue financial assistance for capital construction through grant funding, donor fundraising, and any other available sources of income for the district's facility needs. We are sensitive to our community's demonstrated resistance to bond issues and will be doing all we can to reduce the amount of a bond.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

We budget annually based on past performance and include any anticipated upcoming upgrades or known deficiencies that will be corrected during the year. Our heating system maintenance and upkeep is the most cost consuming issue the district faces yearly. The cost to maintain the heating system and other building repairs not including staff time during the 2017 fiscal year was in excess of \$31,000 or \$286.35 per FTE. This is for the specific affected facility which also constitutes a district-wide figure as we have only the one school in our district.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

We are attaching our spreadsheet to show a three year average of our current square footage costs. As mentioned previously, we are hoping the upgrade to electricity, lighting, heating, and efficiency will result in dramatic savings for the district. Lighting alone in the current facility has saved the district almost \$2000 in the year and a half since the upgrade. Continued work and upgrades to our heating system have resulted in savings to the district of \$3000.00 in the last year alone. We hope this trend will continue as new upgrades are completed and increased efficiencies are realized with the addition to the facility.

Current Grant Request:	\$9,445,933.70	CDE Minimum Match %:	58
Current Applicant Match:	\$4,048,257.30	Actual Match % Provided:	30
Current Project Request:	\$13,494,191.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	Bond Election Nov. 2018 and \$500,000 from Capital Reserve Fund
Future Grant Requests:	\$0.00	Escalation %:	3
Total of All Phases:	\$13,494,191.00	Construction Contingency %:	8
Affected Sq Ft:	29,992	Owner Contingency %:	6
Affected Pupils:	96	Historical Register?	No
Cost Per Sq Ft:	\$449.93	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$60.10	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$389.83	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$140,564.49	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	312	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	78	Bonded Debt Approved:	
Assessed Valuation:	\$58,982,550	Year(s) Bond Approved:	
PPAV:	\$751,370	Bonded Debt Failed:	\$5,900,000
Unreserved Gen Fund 16-17:	\$1,515,222	Year(s) Bond Failed:	15

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Median Household Income:	\$51,705	Outstanding Bonded Debt:	\$475,000
Free Reduced Lunch %:	34.1%	Total Bond Capacity:	\$11,796,510
Existing Bond Mill Levy:	1.49	Bond Capacity Remaining:	\$11,321,510
3yr Avg OMFAC/Pupil:	\$1,545.51		



BEST School District and BOCES Grant Waiver Application
Hinsdale County School District RE-1
February 23, 2018

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

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.

Question 2, subsections A-H are related directly to the factors used in calculating the matching percentage. Only respond in detail to the factors which you believe inaccurately or inadequately reflect financial capacity. For those factors which you believe accurately or adequately reflect financial capacity, please leave the response blank or type "Agreed".

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, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your school district or BOCES.

Our community will not support a bond greater than \$4 million: If our community had to meet the 58% match determined by the BEST formula for calculating matching percentages for our \$15 million project, our bond would be approximately \$8.7 million. In 2015, our community voted against a \$5.9 million bond by a 2 to 1 margin. The project was for improved security measures and a gymnasium. Feedback following the election indicated that the tax increase warranted by a bond of this size was simply unacceptable. A negative campaign was run in our local paper saying exactly that; a project with this price tag was too much for our property owners. Reasons indicated included that our community has a high percentage of retired people on fixed incomes who cannot afford a tax increase, and also a high percentage of second home owners who are less directly engaged with the school and who staunchly oppose higher taxes in their vacation community as their taxing priority is their primary home in another community in Colorado or, for many, out of state.

In 2015 as part of the bond campaign, 371 registered voter households received a survey (included with waiver documentation); the 111 respondents (strong response rate at 30%) indicated a 78% approval rating of the District (gave the District an A or B grade) (George K. Baum & Co., 2015, p. 5). Despite this extremely high approval rating

(reported by GK Baum as the highest they had ever seen), our bond failed. In the survey, cost was the most frequently cited concern with the project (George K. Baum & Co., 2015, pp. 7, 12).

Further feedback following the election was that community members felt that a bond for \$3.0 - \$4.0 million would have been acceptable. We are seeking a waiver to reduce our match from 58% to 30%. A 30% match on our \$13.5 million project is \$4.05 million. The District's \$500,000 capital reserve contribution to the match results in a \$3.55 million bond, which was indicated as feasible. Further grant funding and other fundraising is also being sought to reduce the amount of the bond.

We need to enhance educational opportunity by making our campus more secure. Without the reduction in match, we will not be able to pass a bond to raise the necessary funds for our project. Our renovation/addition project significantly enhances educational opportunity primarily by restructuring our school's layout and implementing basic safety measures to address our exceptional need for a more secure campus.

We are frighteningly behind in security features. America experienced 17 school shootings in the first 45 days of 2018 (Everytown for Gun Safety, 2018). Even if the definition of 'school shooting' is narrowed, there have been seven school shootings in that time (Emery, 2018), many of them in small communities like Lake City. It's a scary reality that we are obligated to address, and our current facility lacks critical design and infrastructure features to meet the needs of a secure school in the 21st century.

We need to rectify basic facility inequities. Hinsdale RE-1 is the only school district in the state without a gymnasium. It is nothing less than outrageous that the Colorado students living in Lake City do not have access to a needed physical education and multi-purpose facility. We are not shooting the moon with a frivolous wish list in this project; the spaces we are seeking are fundamental to educational opportunity in Colorado in 2018. We are 142 years overdue for a physical education space on our campus.

We also lack entirely a career and technical education space and a commercial kitchen to ensure continuation of the federal school lunch program we implemented for the first time in the district's 142 year history this year (food is currently prepared by a vendor off site, a tenuous situation).

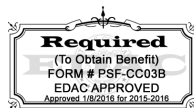
We do great work, but are reaching the end of our rope. We are lacking equity with other districts in the state. We face the risk of losing staff and families from our district due to our underdeveloped facility. We are just about worn out from all of the extra effort we have to expend due to our inadequate facility - having constant tension regarding school security, walking 3.5 blocks to an inadequate leased gym, having our preschool off campus, 'making do' for career and technical education space, hoping an off-site vendor can continue our lunch program.

Amazingly, we have performed remarkably well given our challenging circumstances: we have been Accredited with Distinction for the past nine years; we have sent our cross country, basketball, track, and Knowledge Bowl teams to state championship competitions; we have participation rates in basketball over 70% despite having no gym; we have state champion track athletes despite having no track; we have managed to retain a strong K-12 PE teacher and maintain a standards-based PE program despite having no gym; we have launched graduates into the music profession despite having no music education facilities; we have implemented an AP for All program and have gone from zero to four AP course offerings in three years with more on the way. We can only maintain this level of excellence if we continue to evolve and develop educational facilities that are on par not only with others in the state, but with essential developments in education for the 21st century.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

Extenuating circumstances which make a reduction in our matching contribution appropriate include:

Lack of equity - We are the only school district in the state without a gymnasium. This condition should not exist in the



state of Colorado, period.

High housing vacancy rate – According to Colorado’s Department of Local Affairs (DOLA), in 2016, 76.78% of our 1,421 housing units, or 1091 units, stand vacant; only 330 of our housing units are occupied (Colorado Department of Local Affairs [DOLA], 2018a). This rate points to the reality that many of our taxpayers are disconnected from our community; they do not live here. They are second or third homeowners whose loyalties lie with their primary residence, not Lake City.

High rate of retirees – According to DOLA, in 2016, 36% of Hinsdale County’s population of 775, or 276 people, are over the age of 60 (DOLA, 2018b) compared with about 16% state-wide (Administration for Community Living, 2012). Retirees often live on fixed incomes and resist any tax increases as such increases have a strong negative impact on their budget. The high concentration of older adults in Lake City makes funding a school project more challenging; the reduction in match is essential.

High Cost of Living – According to the Colorado Legislative Council’s 2016 report “2015 Colorado School District Cost of Living Analysis,” of the state’s 178 school districts, Hinsdale RE-1 has the 13th highest cost of living (Pacey Economics, Inc., 2016). We are a resort community without a ski area to boost the overall economy – Lake City functions on a summer tourist economy only, but our cost of living is on par with ski area towns like Telluride, Vail, and Breckenridge. Additionally, according to the USGS, Hinsdale County is the most remote county in the lower 48 states (Human, 2007). The remote nature of our community automatically increases the cost of everything, from groceries to building materials, gasoline to first aid supplies. Our high cost of living makes it hard to live here. Year round residents struggle. The reduction in our match will give a bond a chance.

High rate of residents without school-aged children – The 2015 GK Baum survey of 371 registered voter households in Hinsdale County School District indicated that 76% of 111 respondents, or 84 people, did *not* have children under the age of 19 (George K. Bauem & Co., 2015). Only 24 respondents had school-aged children in their homes. This reflects the high percentage of our voters who do not have a direct connection to the school and thereby feel less invested in the district’s success.

High cost of construction – RTA architects originally estimated our project cost at \$10-\$12 million. Cost estimation by FCI Construction of Durango increased the cost estimate to \$13.5 million. RTA has vast experience in getting a rough estimate of school construction at least in the ballpark. Even the team at RTA was taken aback by the extremely high cost of construction due to our remote location.

Budget constraints - Cuts in state funding from the Budget Stabilization Factor (Negative Factor) have forced us to do all we can simply to maintain the status quo and do our best not to regress in our educational offerings. We have not been able to keep pace with evolving needs in school security and educational opportunity because of this. We have managed to build a \$500,000 capital reserve for this project, but not more than that due to the BS Factor.

**The following are factors used in calculating the applicant’s matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

A. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

Applicant’s PPAV: \$ 751,370.06

Weighted Rank: 4.75% of 5% max

Per Pupil Assessed Valuation is intended to show a community’s ability to fund a school, but for a small



district like ours, PPAV is very misleading. Our district is the 13th smallest district in the state, our 78.5 Full Time Equivalent (FTE) students putting us in the 7th percentile of all districts. Our district's assessed valuation of just under \$59 million puts us in the 39th percentile of all districts, or 70th of 178 districts. Those factors together result in our high PPAV which is in the 95th percentile, or 10th highest, of all districts.

Our high Per Pupil Assessed Valuation is primarily skewed by our small number of students, which does not recognize that whether we have 100 or 1000 students, we still must have a superintendent (in our case a superintendent/principal), an administrative assistant, a business manager, a boiler system, snow removal, janitorial staff, etc. The PPAV does not recognize this small scale factor the way the school finance formula does. So, while assessed valuation per child appears high, it is misleading.

PPAV further does not capture the inflated property values in our district relative to our Median Household Incomes or relative to our extremely high Cost of Living (13th highest district in the state). While our PPAV suggests wealth, that is not an accurate picture of locals' and voters' lives but instead of our resort expenses without a ski area to support costs.

B. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

Applicant's Median Household Income: \$51,705.00

Weighted Rank: 8.01% of 15% max

The Median Household Income cited here is significantly higher than two other sources we have for Median Household Income. The US Census Bureau's American Community Survey 2011-2015 5-Year Estimate had the MHI for the Town of Lake City at \$44,821 and a survey of water and sewer customers conducted by the Town of Lake City in 2014 established MHI at \$35,513 (see Median Household Income Town of Lake City Waiver included with waiver documents). While the Town of Lake City does not fully encompass Hinsdale RE-1, it is an important economic indicator as the bulk of economic activity occurs within Town limits.

The Colorado Legislative Council's "2015 Colorado School District Cost of Living Analysis" sets the benchmark for the state MHI to be representative of a teacher's salary with a bachelor's degree and 10 years of experience. This benchmark is \$51,930. The cost for the same 'basket of goods' in Hinsdale RE-1 is found to be \$55,446, giving us an index of 107 and a rank of 13 out of 178 districts, reflecting our extremely high cost of living. Furthermore, our actual salary for a teacher with a bachelor's degree and 10 years of experience is only \$38,151, 31% below the income the research established for living in our community.

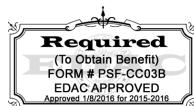
The Median Household Income cited here is not an accurate representation of a typical Lake City household; the amount is inflated.

C. 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.

Applicant's FRED Percent: 34.1

Weighted Rank: 15.17% of 20% max

The free and reduced cost lunch eligibility data (FRED) is based on federal guidelines that do not take into account local cost of living factors. Hinsdale RE-1 has the 13th highest cost of living of all 178 school districts in the state. If eligibility factors took local cost of living into account, a far higher percentage of students would qualify for free or reduced lunch. We look OK relative to federal guidelines, but just about all families here struggle due to our high cost of living and our weak economy (summer tourism only) relative to that cost of living.



D. Bond Election failures and successes in the last 10 years – The more attempts the school district has made, the lower the match.

Applicant's Bond Elections: 1

Adjustment: -1% (-1% per attempt)

2015 Bond for \$5.9 million failed by a 2 to 1 margin. We need the BEST match reduced to help ensure our voters will pass a school bond. They have spoken clearly that above a certain level, they will not vote yes.

E. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

Applicant's Bond Mill Levy: 1.49

Weighted Rank: 14.72% of 20% max

We have a low existing bond mill levy. Because of that, this formula pushes us towards a higher match because the expectation is that our community has the capacity to pay for a higher bond mill levy. In Lake City, that is just not the case. It took two tries with five years in between to pass the \$1.2 million bond in 2001, the only bond ever passed in this district's 142 year history, and that resulted in an undersized, inadequate facility nearly from the day it opened. Without a waiver to reduce a possible bond for this project, the community will not vote yes. Our district is exceptional at doing amazing things with not enough, but we cannot build a facility without our community being on board with a bond. A reduction in our match is essential to keep our bond as low as possible, within a range our community can accept. Our need is real; that we don't have a high bond mill levy currently is more a reflection of our ability to make good with inadequate resources and facilities than it is a reason to deny us further funding.

F. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

Applicant's Remaining Bond Capacity: \$ 11,796,510

Weighted Rank: 8.54% of 20% max

While the bond capacity appears healthy relative to the scale of the project we are proposing, our community simply will not pass a bond over \$4 million. Our bonding capacity is inflated due to our high assessed valuation because of the resort effect that Lake City experiences. Property values in the district are high because of second/third homeowners, but population is low and the ability of this population to support a tax hike is very limited due to the very high cost of living we have here and because of the high concentration of retired people on fixed incomes.

G. The school district's unreserved fund balance as it relates to their overall budget.

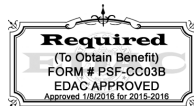
District's Unreserved General Fund: \$1,515,222

Weighted Rank: 7.98% of 20% max

The district will post \$500,000 towards the match to help get the bond to an acceptable level. The reduction in match is critical for this plan. This \$1.5 million snapshot of our unreserved fund balance does not reflect the reality that we have worked exceptionally hard to have funding available to cover budget shortfalls exactly like the ones that the Budget Stabilization Factor has produced. Our budget has dipped into our reserves in four of the past five years. We believe this trend may continue not only due to the BS Factor, but also because of the over 80% reduction in Secure Rural Schools funding from the federal government. Our funding from this source has dropped from a high of over \$212,000 in 2011 to \$0 in 2017.

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

One of the greatest financial burdens we bear is for special education. In January 2018, our special education population topped out at 15% of our current enrollment with fully half of those considered 'Tier B' (high needs)



disabilities by CDE. These disabilities include (among others) Serious Emotional Disability, Hearing Impairment Including Deafness, Multiple Disabilities, and Autism Spectrum Disorder. CDE funds these challenging disabilities with an additional stipend, dependent on the amount budgeted by the legislature, and then also allows for a competitive funding applications for High Cost Funding based on in-district students whose expenses exceed \$25,000. Base funding for each student with a disability is \$1,250. Tier B funding is typically less than \$2,000 per student. We have been granted the High Cost Funding for the past two years for three students, and we anticipate that funding to continue for at least the next ten years due to our student enrollment profile.

The facility expansion we have addresses the needs of our high-intensity-disability population by including a nursing station (which we don't currently have), a public address (PA) system throughout the building that will be designed with visual paging features for our deaf/hard of hearing students, and small-group learning spaces to accommodate the needs we have for small group and 1:1 testing and instruction for our students with disabilities. The national occurrence of deaf/hard of hearing is 2 to 3 per 1000 children born, or 0.2 to 0.3%. We have a student population of more than 10 times that rate, with over 3% deaf/hard of hearing students. In emergencies these students rely on visual cues from their peers instead of the emergency communications system.

Furthermore we have a staff member and a student who use wheelchairs. Our current facility has bottleneck areas that restrict their movement during times of congestion. This is especially concerning during evacuations, but is simply frustrating to their everyday mobility. Our Commons becomes an overcrowded seating area during lunch which prevents people in wheelchairs from getting through easily, and the corridor leading from the main entrance to the rest of the school is too narrow for a wheelchair if even one other person is in the corridor. Also, our staff bathroom that has appropriate wheelchair clearances is now rarely available to staff as the staff workroom to which it is connected has been changed into our counseling office.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

In 2013, a Community Recreation Committee convened including representatives from the Town of Lake City, Hinsdale County, our school district, and at-large community members

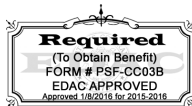
The CRC identified improving the school district facility as a top priority and garnered a \$50,000 private donation to develop conceptual plans for the addition of a gymnasium and multi-purpose space to the school. These plans were the foundation for the district's bond effort in 2015 which ultimately failed. Private funding options and other grant possibilities (GoCo, Temple-Hoyne Buell, Boettcher, Daniels) for the project were also researched and pursued, but were ultimately unsuccessful.

Additionally, the school district has worked with our local Lake Fork Health Services District and with Hinsdale County to coordinate the pursuit of capital campaigns. By avoiding seeking funding simultaneously, we are positioning each entity's projects in a small funding ecosystem to more effectively leverage our ability for successful funding.

We enjoy small-scale community support for sending all of our high school students to Washington DC every four years, for our Parent/Teacher/Student Association projects, and for our hot lunch program, but we do not have an education foundation as many of our similarly profiled resort communities do. Raising funds on a large scale in Lake City, though, has only happened once in the district's 142 year history, when a bond passed for \$1.2 million in 2001.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

CDE Minimum Match Percentage:



● **Facilities Impacted by this Grant Application** ●

LA VETA RE-2 - New PK-12 School - La Veta ES/MS, La Veta HS - 1952

District:	Auditor - La Veta RE-2
School Name:	La Veta ES/MS
Gross Area (SF):	33,133
Number of Buildings:	1
Replacement Value:	\$7,454,039
Condition Budget:	\$3,069,056
Total FCI:	0.41
Adequacy Index:	0.39



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,304,843	\$900,269	0.69
Equipment and Furnishings	\$149,778	\$60,251	0.40
Exterior Enclosure	\$848,326	\$193,504	0.23
Fire Protection	\$126,659	\$144,243	1.14
Furnishings	\$98,110	\$0	0.00
HVAC System	\$846,253	\$241,377	0.29
Interior Construction and Conveyance	\$2,083,437	\$1,193,754	0.57
Plumbing System	\$372,921	\$160,180	0.43
Site	\$707,510	\$175,479	0.25
Structure	\$916,203	\$0	0.00
Overall - Total	\$7,454,039	\$3,069,057	0.41

LA VETA RE-2 - New PK-12 School - La Veta HS - 1911

District:	Auditor - La Veta RE-2
School Name:	La Veta HS
Gross Area (SF):	33,562
Number of Buildings:	3
Replacement Value:	\$10,855,161
Condition Budget:	\$1,790,790
Total FCI:	0.16
Adequacy Index:	0.34



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,156,324	\$603,118	0.52
Equipment and Furnishings	\$155,761	\$0	0.00
Exterior Enclosure	\$2,007,557	\$140,579	0.07
Fire Protection	\$247,500	\$0	0.00
HVAC System	\$1,525,930	\$172,195	0.11
Interior Construction and Conveyance	\$1,443,439	\$122,222	0.08
Plumbing System	\$507,104	\$206,603	0.41
Site	\$1,508,071	\$503,474	0.33
Structure	\$2,303,476	\$42,600	0.02
Overall - Total	\$10,855,161	\$1,790,791	0.16

● Facilities Impacted by this Grant Application ●

LA VETA RE-2 - New PK-12 School - La Veta Pre-k/Kindergarten - 1983

District:	Auditor - La Veta RE-2
School Name:	Pre-K/Kindergarten
Gross Area (SF):	2,379
Number of Buildings:	1
Replacement Value:	\$360,059
Condition Budget:	\$174,369
Total FCI:	0.48
Adequacy Index:	0.42



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$15,479	\$19,349	1.25
Equipment and Furnishings	\$30,290	\$0	0.00
Exterior Enclosure	\$5,719	\$0	0.00
Fire Protection	\$111	\$0	0.00
Interior Construction and Conveyance	\$24,452	\$0	0.00
Site	\$144,544	\$55,577	0.38
Special Construction	\$79,555	\$99,444	1.25
Structure	\$59,910	\$0	0.00
Overall - Total	\$360,059	\$174,370	0.48

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Applicant Name: LA VETA RE-2

County: HUERFANO

Project Title: New PK-12 School

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 checked="" type="checkbox"/> New School | <input 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 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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

La Veta Re2 is a rural district that provides educational programming for 227 students in pre-school through 12th grade. District activities are designed to maximize available resources in support of the mission to “Graduate lifelong learners and productive citizens.” A primary objective is to provide students the rigor and engagement that culminates in a student’s growth in knowledge and development of personal goals and objectives. Success begins with the introduction of education at the earliest opportunity with a district managed pre-school and full day funded kindergarten. Music, art and physical education reinforce engaging core content subjects presented to elementary students. The elementary program was recognized by CDE with the Governor’s Distinguished Improvement award for the growth demonstrated by students on the 2017 CMAS assessments. Jr. high and high school students receive support in their exploration of career and educational interests through availability of college credit in concurrent enrollment/dual credit classes, vocational classes with focus in Agra and business activities, work/study, rigorous core content curriculums, and engaging elective courses. Academic success is demonstrated in a 95% graduation rate, recognized student academic success with a state qualified Knowledge Bowl team, state champions/national qualifiers in Future Farmers of America, and state qualifiers in science fairs. Athletic programs have experienced similar success with regional and state qualified individuals or teams. One full-time and two part-time counselors, and a part-time school nurse are employed to address the areas of social/emotional learning and physical health in support of the overarching theme of meeting the needs of the whole child.

The District has elected to participate in an accountability project that is independent of the current state DPF system. The Student-Centered Accountability Project (SCAP) review, completed in January of 2018, identified academic endeavors and learning dispositions of the district to be stellar. However, the review also illustrated challenges and limitations presented by aged facilities, and highlighted safety concerns posed by the inability to secure the campus, because of the need to mobilize students between and among buildings by crossing a public street. The review committee cited the inherent fears of a variety of stakeholders as a barrier to rating the district at the highest level attainable in the area of learning climate.

The district campus is comprised of six educational and one maintenance building in the middle of the Town of La Veta. Educational facilities are positioned on both sides of a public thoroughfare, Garland Street. Age of the buildings range from the 1911 High School to the gymnasium/junior high addition completed in 1985. Facility age and diversity of construction type and use of materials presents challenges with developing effective maintenance practices and identification of repair priorities. General fund allocations for day-to-day maintenance are \$383,296 in 2017/2018 and were \$335,808 in 2016/2017. Operational /utility related expenditures average \$145,000 annually. High cost maintenance issues correlated with aging buildings have exceeded the ability of the district to have the financial resources available to meet those demands. The district leverages limited capital reserve money with grant funding to remediate prioritized facility maintenance issues. The nearly \$2 million in capital construction projects include, campus wide drainage and site improvements, roof replacement on the HS and elementary, replacement of a HS fire escape, and remediating health and safety compliance issues with HVAC and spectator seating in the gymnasium. Project funding included grants from DOLA, CDOT, USDA Rural Development, and BEST. The district completed a comprehensive facility master plan designed to identify long-term solutions to facility issues.

Deficiencies Associated with this Project:

Re2 utilized state facility assessments and maintenance/repair records to evaluate conditions within the six district facilities.

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Budget constraints resulting from reduced revenues and increased costs in the past 10 years have forced the district to rely heavily on the availability of grant funding to repair and renovate facilities. Capital construction funding assisted with remediating health and safety priorities for HVAC, roofing, bat mitigation, a fire escape replacement and recently heating and bleacher renovation in the gymnasium. Increased age of facilities and infrastructures combined with the demands of daily student and staff use have forced the district to look more closely at the condition of each facility and evaluate the financial impact of remediation. The most effective means to discuss the existing conditions and prevalent deficiencies with district facilities is to categorize the issues into a focus on district wide conditions while considering those specific to each building.

District concerns: Site Analysis

Security: Re2 campus is comprised of six buildings utilized for educational programming. A public street divides the campus in half with elementary and junior high classrooms, cafeteria/kitchen and gymnasium on the north side of the street and high school classrooms, VoAg building, Science and district library building, preschool/kinder building and the maintenance shop on the south side. All students, prek-12th grade, are required to cross the street at multiple times throughout the day to access different programs or activities. Anyone wishing to cause harm would not have to breach a building to gain access to students, as their regular movement outside provides readily open access. There are over twenty exterior entrances in the six different buildings. It is feasible to lock and secure each entry however, the necessary mobility of students precludes the district's ability to do so with fidelity as most entryways need to remain in an unlocked condition to afford access to students and staff. The number and isolated locations of many doors make monitoring and control exceptionally difficult. Security cameras have been a consideration but the complexity of the campus and isolated nature of the community from law enforcement response would only serve to document rather than prevent an event.

Safety: The campus is located in the middle of La Veta and is bisected by a public street. Street surface and drainage improvements completed in 2015 allowed the traffic flow to change from two way to a one-way designation. Garland Street remains a thoroughfare for residents and commercial traffic accessing homes and businesses located east of the campus. Mingling of vehicular traffic with a constant flow of student pedestrians poses safety concerns given the knowledge of the variety of ages, and the unsupervised nature of the student traffic. There is no separation of parent drop off, parking and bus drop off.

Accessibility: Ramps provide accessibility to the main entrance of each building and connect to accessible sidewalks along Garland Street. Garland is the main paved area in front of the facilities however; the rest of the site is rough with minimum development and ADA access.

Drainage: The campus is located at the bottom of a hill with water running directly to the face of the High School and the Science Annex buildings. Addressing issues of surface water/storm water drainage occurred during a site renovation completed in 2012. Identifying the presence of underground water did not occur so the issue of substantial flow in the High School basement was not resolved. Removing significant amounts of water from the basement of the high school occurs with the use of a sump pump and 2-inch fire hose system. Discharge of the water is in front of the building in an open commons area. The amount of water has caused significant damage to the high school foundation, deterioration of exterior sandstone blocks, staining of stone from water transpiration and erosion of mortar joints.

Site Limitations: Expansion of school facilities has occurred over the past 100 years to the extent that structures, parking and street encompass all available space. The district is landlocked with no opportunity for additions without the substantial removal of existing structures. The current location is too small to accommodate needed outdoor facilities. There are currently two playgrounds on the site, both of which present limitations. The preschool has a play area adjacent to the building that provides controlled access and age appropriate equipment. Age and condition of the equipment demonstrate they have exceeded useful life and licensing agencies have recommend removal and replacement. The playground at the elementary has upgraded equipment but no hard surface for play activities that meet Colorado school standards. There are no spaces designed to attract the middle and high school students. Storage and general upkeep of bus transportation and maintenance equipment is relegated to a small area behind the VoAg building that is secured by a chain link fence. This leaves buses and equipment exposed to all environmental conditions. Wind, sun, snow and every other weather phenomenon work to further degrade the condition of the equipment, which then leads to increased maintenance and repair costs.

Suitable use of Space: Evolution of educational programming and administrative functions have forced the district to make the best use of space available. The result of that effort has only increased the mobility of students and staff. Elementary, middle and high school programs share space in multiple buildings rather than consolidation to one location. Elementary shares art and PE areas with junior high and high school programs and junior high students cross the street to the high school for English, Library and computers. All students have to access the elementary school for food service. Distribution of programs and student groups to various buildings does not allow for proximal collaboration among educators, and increases

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the difficulty of student supervision. Space limitations disperse administrative offices in various buildings in an inefficient manner. Front office is considered the elementary, business offices are in both the junior high and high school, administrative support offices are in the maintenance building and junior high. This distribution makes it difficult to function and difficult for the public to locate the office for the right assistance.

Building Conditions

Construction dates for district facilities range from 1911 to the most recent structure completed in 1985. The building structures and choice of materials are as varied as the ages with most comprised of various types of CMUs. Adherence to construction codes reflect the period of construction.

Elementary building: Primary concerns lie with the utility infrastructure that is failing and reflects the 1951 date of construction. Electrical systems consist of original cloth wire, buss fuse boxes and or breaker panels that are outdated and irreplaceable. Few and infrequent availability of duplex receptacles in classrooms limit and in some cases prohibit the use of most technology. Plumbing is a combination of galvanized drain and supply lines and copper pipes. Scaling, pressure limitations and age of fixtures such as water fountains prohibit use thus requiring alternative solutions. Water volume in other areas is consistent enough to allow adequate use of water closets and sinks but require frequent monitoring for potential clogs. Majority of the fixtures as well as underground water piping are beyond their useful life. Heating and ventilation systems were remediated in 2008, however, the effectiveness of these systems are compromised by exterior walls and ceiling plenums that either have no insulation or insulation with little R-value. Recent audits identified that outside air controls on furnace units presented issues with efficiency and energy code compliance. Single pane glazed, aluminum windows allow for adequate light as well as the penetration of extreme weather conditions ultimately magnifying both cold and hot temperatures. This facility does have a monitored, smoke/ fire detection system but does not have a fire suppression system.

High School: Primary deficiencies with the high school can be attribute to the age of the building, and the limitations posed by design and space allocations. Sandstone exterior has been compromised by continued exposure to water that has deteriorated the stone surface, eroded mortar joints, stained the stone surface by water transpiration and penetrated concrete finishes causing failure and release from the surface area. Issues with mechanical systems reflect the failure of temperature control and a lack of any cooling system. South facing rooms including classrooms, computer lab and office space experience heat extremes that require vacation of the space in late afternoons. Ventilation is only available through windows that in most cases are no longer operable, have failed seals causing condensation to build between glass and serve to magnify sun exposure rather than temper direct light. Renovation and replacement of plumbing fixtures and piping in 2003 provided need upgrades to bathroom facilities however, the availability and access to gender toilets is still inadequate. There is one men's restroom on first floor with three fixtures and one women's restroom on second floor with three fixtures.

Vocational Agricultural Shop

This building is a rectangular structure with CMU perimeter walls supporting a precast concrete roof. Classroom space originally existed in an elevated second floor area on the north side of the building. An inability to provide an alternative point of egress from this second, as required by code, and the identification of the space as a mezzanine caused the area to be abandoned. A classroom was constructed on the first floor minimizing the space available for project based activities and vocational programs. Cracks in CMU mortar joints over the roll-up door openings is the result of corrosion of the embedded angles. Fracturing of block on the north side of the elevation, requires further investigation as to cause, and at a minimum block replacement and grouting. Blocks located at parapets require repointing of joints and replacement of failed coatings. Mechanical and utility deficiencies included: inadequate ventilation in the shop area to meet current mechanical code; unit heater in shop area inadequate for space and at the end of its useful life; plumbing fixtures beyond useful life and in need of replacement; no fire protection systems; electrical systems with inadequate disconnects; no surge protective devices and services at the end of useful life and in need of replacement with commercial panel boards sized to accommodate current load and future projects.

Science Annex: Deficiencies with mechanical and utility infrastructure identified in this building are consistent with those detailed in previous building descriptions. The majority of the building areas do not comply with the current energy code due to the furnace not providing full outside air, actuators and controls requiring replacement and areas sharing thermal zones. Temperature control wiring has failed throughout the building. Solution is to replace the wire or install individual thermostat control. There is no cooling available in the building. Computer classrooms and the district server room do not have means to cool the space or the technology. Box fans move air to attempt to keep data system equipment from overheating in the server room. The age of fixtures, faucets and backflow device exceed the definition of a useful life. Recommendation is to replace all equipment. The building does have a monitored alarm system but does not have sprinklers. Electrical service is

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lacking surge protective devices and is at the end of useful life and should be replaced with commercial panel boards sized to accommodate current load. Science classrooms are not conducive to STEM and STEAM programs due to size, antiquated plumbing and ventilation and isolation of classrooms from other subject content areas.

Junior High School/Gymnasium: Junior high classrooms are inadequate in size and do not provide an educational setting conducive to 21-century teaching techniques. These second floor classrooms have little to no natural light, lack views to the exterior and access to outside air. Deficiencies with mechanical systems include the failure of temperature control wiring eliminating the ability to provide heat or return air as needed; deficient, inoperable window air conditioners in the classrooms; unit heaters and exhaust fans in central restrooms at the end of their useful life; and multiple office spaces that share the same heat and cooling systems. Recent renovations to the gymnasium space remediated heating/ventilation concerns and unsafe, inaccessible spectator seating.

Preschool/Kindergarten building. Preschool and kindergarten programs are located in a modular building at the far west end of the campus. Classrooms size is currently inadequate for the number of students currently enrolled in the program. Space limitations has forced the preschool program to split into two sessions limiting each student to a half day of instruction. Kindergarten has retained a full day program but instructional activities areas have been lost to accommodate individual student space of desks and chairs. Mechanical deficiencies include a propane fired water boiler that is the sole source of heat for the building that is at the end of its useful life. The domestic water heater, lavatories, water closets, utility sinks and classroom sinks have the same age constraints and concerns. A monitored fire alarm system is in place but the building does not have a sprinkler system. Both the kinder and preschool classrooms have a primary entrance that opens onto Garland Street. These access points remained locked at all times limiting access to approved entry. Instructors in both programs operate in educational isolation. The opportunity to collaborate professionally with colleagues is limited due to distance and time. For their small charges to participate in PE, music, art or the school lunch program requires that they bundle up and cross campus for daily activities.

Athletic Facilities: The current football field/track facility replaced a field that did not meet CHSAA specifications after the district changed football classification in the mid-90s. Initial improvements consisted of the field, an asphalt surface with concrete curbing around the field perimeter and bleachers. Installation of stadium lighting occurred several years after the initial construction. The challenge of maintaining this facility lies with the age of the facility, initial design and choice of construction materials. Installation of bleachers occurred on an elevated dirt bank to provide better visibility for seated spectators. The bank does not allow for accessibility and poses a fall hazard and liability. Bleachers sections were both moved from the old field and several purchased new to expand capacity. Inspection and code review of construction revealed noncompliance with current safety standards for fall protection, accessibility, handrails or rise and tread standards. Defective condition of the visitor side bleachers required removal and destruction so they could not be used in another venue. The field surface is an adequate grass mix for the conditions and use. Raw water from the river is the source for irrigation. Quality of the water requires filtration to remove silt and foreign material prior to introduction into the sprinkler system. The existing filtration system is not removing enough of the silt and foreign matter from the water to keep sprinklers and lines from being plugged or limited in capacity. During the growing season, maintenance personnel clean and monitor the system on a continual basis to insure adequate amounts of water delivered to retain a safe surface. Lighting deficiencies are both in the inadequate levels of lumens delivered to the surface and the inadequate breaker switches that control the system. Integration of common construction or design standards did not occur during track construction. The concrete curb serves to retain water on the asphalt surface increasing the deterioration. Density of the road quality asphalt results in foot and leg injuries. Athletes utilize the dirt streets of the town rather than run the risk of injury. Circumference and corners do not meet regulation track specifics for size or slope. Construction of restroom or concession facilities never occurred so the district is required to rely on portapotties and mobile concession trailers.

Proposed Solution to Address the Deficiencies Stated Above:

Financial limitations, increased costs for maintenance and repair and the exponential growth of identified deficiencies and potential infrastructure failures illustrated the district's inability to address facility maintenance needs. January of 2017, administrators, teachers, and community leaders convened as a task force to engage in a facility master planning process. Contracting with a design team from Bennett Wagner Grody (BWG) provided facilitators to guide and assist the district in that planning process. An outcome for the process was to determine the educational vision of all stakeholders and their capacity or desire to achieve that vision, BWG and district personnel engaged the public in four separate community meetings. The agenda of each was to inform and educate as to the process, receive input and direction that would shape options and ultimately to receive consensus on and support for the solution. During the course of the planning process, the Facility Task Force members toured new educational facilities to gain a better understanding of the look and feel of 21st century

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educational facilities. They worked collaboratively with BWG on shaping stakeholders priorities for educational facilities into four separate Options to remediate or replace existing facilities. Before Options could be explored, BWG, district personnel and engineers re-evaluated structural, mechanical, and utility components of facilities to establish an accurate assessment of the situation. This data shaped Options for renovation/construction and development of associated cost estimates. Of the four Options evolving from discussions and meetings, three involved staying on the existing site to complete a remodel/new construction project. A fourth Option took into account the availability of a 34-acre site the district owns on the north end of town. This site was purchased in the mid 90's to allow construction of a new football field. Further development of the site has not occurred so provides a blank slate for design. Under the direction of BWG, a construction team from GE Johnson developed cost estimates for each Option. Cost estimates and construction timelines would assist in further informing the decision. The responsibility of the task force was determining which Options best support the educational vision of stakeholders and which should be considered and then presented as a viable solution. The four options were paired down to just two that included a comprehensive remodel/new construction on the existing site and the exclusively new construction at what is referred to as the "Green Field".

Presentation of the two final options and related costs were given to all district personnel and then to the public on January 8. Task force members presented an overview of the process and then detailed each option with a narrative as to budget expenditures. Straw polls of both meetings resulted in the unanimous decision by staff to support the new construction "Green Field" option and the community/stakeholder group were in support of the same decision by a margin of 4-1.

Reasons given for the support of the new construction were:

- cost, new construction represented less expenditure and better "bang for the buck"
- educational vision, new construction allows the greatest opportunity to achieve all aspects of the educational vision defined by stakeholder at the onset of the Master Planning process
- no impact to the educational process, construction on a remote site allows education to continue unimpeded, whereas a remodel on campus would be a distraction and student supervision challenge. The remodel would also result in the loss of the cafeteria and food service program for the second academic year and final year of construction.
- timeline, new construction estimates were for 15 months, remodel would be minimum of 24.
- site, relocation allows for the opportunity for future expansion and consolidation of all facilities
- safety and security, new construction would readily incorporate current safety standards including central point of access, locked vestibules, camera and communication systems and a controlled access campus.

Discussion and a consensus decision on which option to present to the School Board for approval occurred on January 15. Collectively, the group determined that the best course of action was to concur with the choice made by the previous groups and present that recommendation to the School Board on January 22. Response to the task force recommendation was unanimous approval by the School Board to proceed with constructing a new school at the football field site and to direct staff to prepare a BEST application to obtain necessary funding.

The identified comprehensive solution to address the deficiencies of educational facilities is to construct a new pre-kindergarten through 12th grade building at a site removed from the existing campus. Proposed project would be inclusive of improvements to the existing athletic field further supporting district educational programming. The site selected for the new building utilizes the remaining portion of acreage not consumed by the football field/track facility. Relocation of the campus to this north property consolidates all facilities into a site that is large enough to accommodate any potential needs for expansion. This project would be inclusive of improvements to the athletic field to further support the educational programming. This solution best resolves concerns with safety/security, reduction of maintenance and operational costs, presents a facility that fully supports educational programming, teacher collaboration and administrative oversight. The district intends to retain the gymnasium, cafeteria/kitchen facility to eliminate the need to construct additional gym space.

The decision by the District to pursue the option of constructing a new building at a different site has raised the question of what will become of existing facilities. Absolute disposition of the facilities could not occur until the new facility was complete but the opportunity exists for the district to explore options for the best repurpose of individual buildings. Preliminary plans for disposition include retention of some structures, demolition of others, and the repurpose of the remaining structures through an eventual sale of property.

Retention: Physical education and athletic program needs of the district warrant the availability of two gymnasium/multipurpose spaces. A determination to retain the additions to the elementary that include the 1985 structure of gymnasium, locker rooms, junior high classrooms and office space and the 1983 structure that includes the cafeteria and

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kitchen has been recommended by the facility task force.

This recommendation occurred after listening to concerns of all stakeholders. A renovation of the gymnasium included the replacement of bleacher seating and the heating/ventilation system. Both components were original to the 1985 construction and had exceeded their useful life, no longer met minimum code requirements, and had conditions that presented health and safety issues. The district felt that the best resolution for this building was to maximize this expenditure and the potential availability of grant and bond funding by retaining and maintain the structure for district use. The square footage of this facility would be larger than a second gym at the new sight. New equipment allows for efficiency that improves maintenance and utility costs however, the district felt the retained costs were an important trade off when considering the retention of goodwill within the community. Concern and the sentiment expressed by attendees of the public meetings was that the town, particularly the core business area would lose its vibrancy and energy if the school, students and staff relocated to the north side of town. The continued use of the gym and associated facilities allows for some of that energy to remain in place and potentially increase when the facility is available and in use for public use in a community center type of format. Public use of district facilities have included functions for funerals, community meals, meetings, youth recreational programming, concerts, event staging, and operational base for wildland fire events. That availability would operate cooperatively with district athletic programs, art/music events, meetings, dinners and social events.

Demolition: Architects and engineers, hired to review district facilities in the master plan process, identified three of the seven buildings on the Garland Street campus for demolition. Included in the demolition plan is the 1957 maintenance building, the 1978 vocational agriculture building and the 1951 elementary building. Conditions within these structures and the cost associated with renovation to bring systems to a level of code compliance either exceed the cost for new construction or has reached a level that is neither practical nor fiscally responsible. Removal of the maintenance and VoAg provides needed open space to allow for correcting storm water drainage and foundation issues identified on the historically significant high school building. Historical significance is one concern with the proposal to demolish the elementary. The age of the building is greater than the 50-year threshold defined as a potential for historical designation. The district has submitted a request for a review of the historical significance of the building to the Colorado Department of Education's, Capital Construction office. The office has since submitted the district's review request to History Colorado. The outcome of that review will dictate what opportunities exist in managing this structure long term.

Conversion through the sale of Property:

The final three buildings in question are the preschool/kinder building, the science annex and the historic sandstone, High School building. These structures possess the greatest attributes for conversion to a purpose other than as a district educational site. Conversion, by definition, requires the presence of two elements (a) a major structural revision and (b) a change in functional purpose. Location of Preschool/kinder and the science annex on opposite ends of Garland Street and the smaller nature of each building are both qualities favorable for the sale of the properties with intent for conversion. Preschool is a 1500 square foot, modular building that first functioned as a medical office before conversion to an early childhood location. Several options for repurposing include use as a revenue based day-care facility, return to office space or conversion to a single-family dwelling. Structural modifications to allow each function vary with the least amount of time and expenditure required for the day care, moderate renovation for an office space and substantial renovation to convert to a residence.

Science annex is a 5526 square foot building on the east end of Garland Street. A primary, street side entry, central bathrooms and three defined classroom spaces lend the facility to repurpose as an office/public meeting building. Currently the building houses the La Veta High Museum of Natural Science. This museum displays mounts of animals, plants, fish and fowl native to both the area and Colorado. Full dioramas display some of these mounts in the front hallway. Organization and display of the collection was a reflection of the vision and passion of the high school science teacher Emery Ashby. He worked with students and local residents on the preservation, mounting and display of the creatures. Most of the collection dates to the mid to late 1990's. The age current condition and elaborate displays do not make relocation a practical solution. An ideal, for the district, would be for repurposing of the building by a nature-based entity or as a community nature center to allow the collection to remain in place. Cost to repurpose this facility as office/public meeting space would be marginal given the configuration and existing amenities.

High School is a historically significant, sandstone structure centrally located on the south side of Garland Street. The 22,595 square feet contained within its walls pose an imposing obstacle and/or opportunity for conversion. This lone building generates, from local residents, the greatest emotion, concern and vocal opinions on its preservation. Stakeholders, especially the District, recognize the challenge in determining the best future purpose of the building and the potential cost to renovate. The best possible tool and process to identify purpose and cost would be for the development of a "pro forma"

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that would explore the community potential, options for best use and associated costs. This document would be a precursor for marketing the structure to developers. It is the intent of the district to assume the cost of producing this document. However, rather than to rely solely on general fund monies, the district would aggressively pursue planning grant dollars available through state agencies that focus on rural economic development opportunities. The High school proforma is just one aspect of a marketing plan that fully illustrate the district facilities. The district is currently working with local real estate firms in clarifying and possibly expanding on the potential of each building and assisting in the clarification of value as determined by current market conditions.

How Urgent is this Project?

School district and community representatives spent a year in a complete study of district facilities and their ability to meet the needs and demands of the educational programs, students, staff and community of La Veta. The recognized deficiencies and limitations of the existing facilities are extensive and varied so it becomes virtually impossible to establish a timeframe for resolving a deficiency before failure occurs. Completion of the master plan has instead allowed us to identify a comprehensive solution that addresses all deficiencies. The tradeoff with this solution is the understanding that the district will be required to operate in the current facilities for another three years. This lapse allows for the completion of funding, design and construction of a new facility. What is critical, urgent and immediate, is the need to obtain BEST funding to maintain the momentum achieved through the plan process and the understanding and recognition by community stakeholders of the need and solution that will require approval of a bond issue in November. The urgency is established with the need to implement a plan by obtaining the funds necessary to take the next step.

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?

Availability of funding, expertise and the development and implementation of facility maintenance plans and schedules determines how successful or long-term maintenance of facilities can be. Re2 addresses the financial component of maintenance with general fund budget line items developed to offset escalating costs to maintain aging buildings. The maintenance budget includes expenditures for personnel, utilities including water/sewer, disposal, heating fuel, electricity, purchased professional services, supplies differentiated into custodial and maintenance, equipment rental, purchased maintenance service and acquisition of non-capital equipment. Technology costs including telephone and internet services are included in purchased professional for the district rather than included in the maintenance sub-category. Maintenance costs have experienced a continued increase over the past six years. Total budget during 2012/2013 was \$287,505 while the same line items for the current fiscal year total \$383,296. Increases in the cost for maintenance personnel and purchased services are a direct correlation to budget escalations. This is a direct result of the amount of man hours needed to maintain the facilities and contracting of services that are out of the scope and expertise of district personnel for repair of facility components. Preparation of the annual budget requires a review of historical cost data and calculations of potential effects of price increases, projected repair, or replacement of identified facility priorities and the availability of anticipated revenue in light of other program demands. One bright with budget development is that utility costs have remained relatively static during this same period. Total maintenance costs represent 11.2% of the \$3,426,243, general fund budget.

Maintenance of a capital project budget has been a primary strategy of the District to address capital project priorities. The amount that has been allocated over the years has averaged between \$30,000 and \$40,000 over a five-year period. While the amount has not been hugely significant or provide the sole financial means to complete renewal projects it has represented District financial commitment and the means to meet matching fund requirements for grant applications. Identifying which grant applications will be submitted and the anticipated expenditure of this fund occurs during the process of preparing the annual budget and includes input from district administrators on priorities and needs. Commitment to the continued funding of the capital project budget is a priority of the district. To meet the \$100 per pupil allocation as required by the Capital Renewal assurance would require the District to budget approximately \$22,000 to \$25,000 on an annual basis. This represents a minimum amount with the intent to increase this reserve by maintaining the \$40,000 a year commitment specifically for facility renewal or by retaining general fund maintenance costs savings for this purpose. Submission of the application and the Board of Education's agreement to meet the required assurances further support that commitment. District maintenance personnel are committed and skilled in patching, repairing and polishing aged structures with minimal resources and working with the limitations posed with aged, deteriorating and worn components. Independent professional resources are contracted when the skills and knowledge for repair and/or replacement projects exceed those that are

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available from district personnel. This approach represents the most cost effective means to maintain facilities in small, rural communities with limited pools of employable personnel.

Opportunities to work closely with contractors during construction of a new building provides the means to begin with a “clean slate,” document the life span of building components, detail and train on maintenance and repair of infrastructures and to implement an effective and efficient maintenance plan upon occupancy of the completed building. Maintenance personnel are utilizing the “Planning Guide for Maintaining School Facilities” from the National Forum on Education Statistics to shape the conversation and develop a facility maintenance plan. Maintenance begins with the design process and the selection of equipment, products and construction components that retain qualities that are durable, efficient, and standardized throughout the facilities and maintainable with minimal time, effort, equipment and manpower. Introduction of maintenance personnel in the earliest phase of project allows them to identify which level of maintenance is required at specific points in the life span of the building. Routine plans are those activities that occur on a regular basis to insure the cleanliness, order and safety of the building. Preventative maintenance are those tasks required for the efficient operation of building components such as heating, ventilation and air conditioning. Predictive then are the projects that would be expected to be required because the component is approaching the end of its operational life, is beginning to demonstrate inefficient qualities due to age of use or require increased expenditures to continue operation. Effective use of these three identified types of maintenance should minimize the need for the fourth type, emergency maintenance and ultimately decrease all the costs associated with facility use and operation.

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 in question have been constructed over a period beginning in 1911 until 1985. Construction methods, type of materials and code compliance are typical of the specific period of 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. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

During the past three years the district has completed two capital construction projects to address deficiencies identified on the school campus. The most recent, in 2017, was a gymnasium renovation that remediated health and safety concerns with HVAC and spectator seating funding was received through a BEST grant and district matching dollars. In 2015 a site improvement project was completed utilizing funding from CDOT Transportation Enhancement(\$450,000),DOLA Energy Impact (\$300,000), USDA Rural Development(\$25,000), BEST (\$45,000), Town of La Veta(\$35,000) and district matching funds (\$34000). The project included correcting drainage on Garland Street, concrete surfacing, curb and gutter, replacement of building entries for ADA compliance, storm water drainage measures at the back of the high school, and replacement of deteriorated fire escape.

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

Over the past seven years, the district has aggressively sought and been successful in obtaining funding from Federal, state, local and philanthropic organizations for the specific purpose of repairing and improving district facilities. At this particular time that approach has not been incorporated with this project as the timing of the decision and the grant application has not been conducive to effectively pursuing this option. The District has however, identified some funding opportunities that could be used to enhance this project but would be independent of bid, construction or management scope. These opportunities include Department of Local Affairs planning grants, Department of Transportation Safe Routes to School Infrastructure Grants, USDA Rural Development Community Facilities Grant.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The District has chosen to maintain a Capital Reserve Capital Projects Fund even though this fund is no longer required. Retaining this account allows the district to budget specific funds intended to be either set aside or expended in projects that adhere to the original limitations defined by the fund. These projects or expenditures have included facility renovations, transportation acquisition, and equipment. This fund is established at the district level and is neither associated with a specific building or program. Historical fund transfers to this account were \$40,000 in 2013, \$25,000 in 2014, \$40,000 in 2015 and just under \$38,000 in 2016. The budgeted transfer for this current fiscal year 2017/2018 is \$50,000. This amount equates to a reserve equivalent to \$220./ per pupil when utilizing the October 1 student count of 227. If the historical average transfer of \$40,000 is used in the formula then the per pupil allocation is just over \$176. Both are well above the \$100 established in the Capital Renewal requirement. It is the full intent of the district to continue the practice of maintaining the reserve at a

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minimum of the historical level.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

District expenditures for utility costs in 2016/2017 were \$146,101 for water/sewer, electricity, propane, internet, telephone and disposal services. Anticipated costs for the same service in 2017/2018 have been budgeted at \$158,000. Consolidation of seven separate structures into one new building designed under a high performance certification program should result in a reduction of utility associated expenditures. A conclusion appearing in the facility master plan identifies the opportunity for a 50% reduction in these costs. While that reduction would be the ideal, it is a conclusion the District feels is aggressively optimistic. A reasonable expectation would be 25% knowing that the district would be adding specifically cooling functions that are currently not in use or available in the facilities. In addition, district personnel are identifying additional strategies to assist with cost savings such as the bulk purchase of heating fuel during the traditionally less expensive, least demand periods of spring and summer. A 25% reduction in utility costs equates to just under \$40,000 in savings. An additional strategy of the district specifically is to set aside these savings into a capital reserve fund that would be earmarked specifically for the renewal of facility infrastructure.

Current Grant Request:	\$35,503,637.11	CDE Minimum Match %:	37
Current Applicant Match:	\$6,186,122.00	Actual Match % Provided:	14.83846904
Current Project Request:	\$41,689,759.11	Is a Waiver Letter Required?	Statutory
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	Bond Election Nov. 2018
Future Grant Requests:	\$0.00	Escalation %:	8
Total of All Phases:	\$41,689,759.11	Construction Contingency %:	8
Affected Sq Ft:	74,185	Owner Contingency %:	12
Affected Pupils:	227	Historical Register?	No
Cost Per Sq Ft:	\$561.97	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$90.94	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$471.03	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$183,655.33	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	327	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	204	Bonded Debt Approved:	
Assessed Valuation:	\$32,680,612	Year(s) Bond Approved:	
PPAV:	\$160,199	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$662,185	Year(s) Bond Failed:	
Median Household Income:	\$42,617	Outstanding Bonded Debt:	\$470,000
Free Reduced Lunch %:	52.9%	Total Bond Capacity:	\$6,536,122
Existing Bond Mill Levy:	2.26	Bond Capacity Remaining:	\$6,066,122
3yr Avg OMFAC/Pupil:	\$2,970.17		

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) (37%) | \$16,421,152.35 |
| B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2017/18 AV x 20%): | \$6,536,122 |
| C. New proposed bonded indebtedness if the grant is awarded: | \$6,186,122 |
| D. Current outstanding bonded indebtedness: | \$350,000 |
| E. Total bonded indebtedness if grant is awarded with a successful 2018 election (Line C+D): | \$6,536,122 |

School District: La Veta School District Re2
Project: Prek-12th New Construction
Date: 2/23/2018

Signed by Superintendent:

Printed Name: Bree Lessar



Signed by School Board Officer:



Printed Name: Edward F. Donovan

Title: President

● **Facilities Impacted by this Grant Application** ●

BURLINGTON RE-6J - District-Wide HVAC & Electrical Renovation - Burlington ES - 1958

District:	Auditor - Burlington RE-6J
School Name:	Burlington ES
Gross Area (SF):	52,920
Number of Buildings:	1
Replacement Value:	\$11,789,735
Condition Budget:	\$6,828,230
Total FCI:	0.58
Adequacy Index:	0.19



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,083,134	\$1,616,289	0.78
Equipment and Furnishings	\$261,215	\$251,036	0.96
Exterior Enclosure	\$1,472,689	\$683,709	0.46
Fire Protection	\$2,443	\$526,742	215.58
HVAC System	\$2,659,075	\$2,154,179	0.81
Interior Construction and Conveyance	\$1,789,710	\$1,318,481	0.74
Plumbing System	\$710,740	\$382,785	0.54
Site	\$1,116,790	\$427,908	0.38
Structure	\$1,693,938	\$0	0.00
Overall - Total	\$11,789,735	\$7,361,129	0.62

BURLINGTON RE-6J - District-Wide HVAC & Electrical Renovation - Burlington MS - 1972

District:	Auditor - Burlington RE-6J
School Name:	Burlington MS
Gross Area (SF):	60,700
Number of Buildings:	1
Replacement Value:	\$16,399,187
Condition Budget:	\$6,915,248
Total FCI:	0.42
Adequacy Index:	0.17



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,658,161	\$1,965,886	0.74
Equipment and Furnishings	\$303,759	\$304,218	1.00
Exterior Enclosure	\$3,071,766	\$89,931	0.03
Fire Protection	\$87,408	\$393,598	4.50
Furnishings	\$291,988	\$0	0.00
HVAC System	\$1,363,573	\$1,609,814	1.18
Interior Construction and Conveyance	\$1,624,011	\$1,275,180	0.79
Plumbing System	\$1,027,418	\$910,229	0.89
Site	\$2,520,697	\$769,222	0.31
Structure	\$3,450,406	\$0	0.00
Overall - Total	\$16,399,187	\$7,318,078	0.45

● **Facilities Impacted by this Grant Application** ●

BURLINGTON RE-6J - District-Wide HVAC & Electrical Renovation - Burlington HS - 1964

District:	Auditor - Burlington RE-6J
School Name:	Burlington HS
Gross Area (SF):	91,250
Number of Buildings:	2
Replacement Value:	\$21,658,038
Condition Budget:	\$10,687,416
Total FCI:	0.49
Adequacy Index:	0.17



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,954,334	\$2,790,211	0.71
Equipment and Furnishings	\$737,358	\$327,827	0.44
Exterior Enclosure	\$2,569,605	\$215,078	0.08
Fire Protection	\$4,213	\$908,262	215.58
Furnishings	\$209,626	\$46,699	0.22
HVAC System	\$3,433,512	\$3,036,233	0.88
Interior Construction and Conveyance	\$3,122,032	\$2,635,782	0.84
Plumbing System	\$1,421,433	\$1,183,520	0.83
Site	\$3,260,855	\$454,676	0.14
Structure	\$2,945,071	\$12,518	0.00
Overall - Total	\$21,658,038	\$11,610,806	0.54

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Applicant Name: BURLINGTON RE-6J

County: KIT CARSON

Project Title: District-wide HVAC & Electrical Renovation

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 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 checked="" type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

I. INTRODUCTION TO SCHOOL DISTRICT

Burlington School District is located 178 miles east of Denver, Colorado on the I-70 corridor. The Burlington School district serves a population of 784 students ranging from Pre-K through 12th grade on three different attendance center campuses including an Elementary School, Middle School and High School. The school district covers 606 square miles and has a fleet of buses that provides transportation for students. The district maintains a four day school week. The community uses district facilities for various events and activities in the evening and on weekends throughout the year.

II. ACADEMIC AND EDUCATIONAL PROGRAMMING

The district serves a population of 784 students, 64% of whom qualify for the free/reduced lunch program. Students are offered a well-rounded academic program with two hours of language arts offered daily along with math, social studies, science, computer science, physical education and music. The music program boasts a marching band and drum line, who perform at many local events. RE-6J also hosts the East Central BOCES East End Center-Based Learning Program (High Needs) and supplement academics with Title I services to support students struggling in the areas of math and reading.

III. AFFECTED FACILITIES

The scope of the proposed project is for significant upgrades to improve and modernize RE-6Js attendance centers (Elementary, Middle, and High School). District personnel have done a good job maintaining the facilities and keeping them in acceptable shape to allow the district to fulfill its educational mission. However, with the economic downturn, and a negative factor of approximately \$ 749,100 (for the 2017/2018 fiscal year) the Burlington School District has continued to put forth significant effort to continue to responsibly prioritize safety and building maintenance needs while continuing to provide quality education for our students. In November 2014, community tax payers voted to assist the school district in addressing security, safety, and major building repairs through a mil levy override.

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, Burlington is filled with both citizens and students, all of whom have a strong sense of community pride and tradition. It is the district's hope that a BEST grant would give us the ability to continue to provide the highest quality education and satisfying experience for students and community members for the long-term future.

Deficiencies Associated with this Project:

A comprehensive, building analysis and districtwide facility maintenance master plan was completed over the course of 2017 into early 2018. This audit emphasized building health, safety, and included an assessment of all major building systems and infrastructure to identify deficiencies and prioritize improvements relative to various quantitative and qualitative needs.

The district wide audit and master planning effort identified numerous deficiencies related to health, safety, accessibility,

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security, functional use, and ineffective/failing building systems that are critical for occupant health, safety, and supporting educational programs. By far the highest priorities are related to the health of the classroom environment at each of the schools, and the systems, or lack thereof, that serve the buildings.

I. HEALTH ISSUES

INDOOR AIR QUALITY

The HVAC systems of all three school buildings have deficiencies in supplying adequate fresh ventilation air. The poor quality of the air inside each of the three schools represents a significant health concern for the children, faculty, and staff.

To help assess how problematic the air quality is in the Burlington School District's schools, carbon dioxide (CO₂) sensors were placed in various rooms throughout each of the three school buildings to measure how effectively different spaces within these buildings are being ventilated. These rooms included Room 7 in the Elementary School, the Middle School Library, and Room 124 and the Library of the High School. The sensors were placed in these rooms and recorded CO₂ levels every 15 minutes from January 25th to February 8th, 2018.

CO₂ concentrations are measured in parts per million (PPM)—that is the number of CO₂ molecules that are found in one million molecules of air. CO₂ concentration levels that match outdoor conditions are the lowest that should be possible in an indoor space, and this is typically around 450 PPM. Normally, concentrations of CO₂ at or below 600 PPM are considered good indoor air quality. The maximum allowed concentration of CO₂ that can be designed for supplying ventilation air according to OSHA and ASHRAE standards is 1,000 PPM. At concentrations above this level, building occupants begin to experience decreased levels of performance, concentration, and productivity and temporary physical symptoms such as headaches, drowsiness, and eye or throat irritation which should resolve quickly after being removed from the exposure. At concentrations above 2,500 PPM, occupants can begin to experience longer-term adverse health effects that do not resolve immediately when they are removed from the unhealthy exposure.

Following are the results in the respective schools which are not receiving adequate levels of ventilation air to maintain indoor air quality at levels within OSHA and ASHRAE standards on many days that the buildings are occupied.

- (1) The Elementary School's sample room experienced levels of CO₂ concentration nearly double the OSHA standard on almost every day that it was occupied during the study period, with its highest concentration 2,386 PPM coming close to the more detrimental threshold of longer-term health effects.
- (2) Both the Middle School Library and the High School's classroom that were sampled for the study experienced CO₂ concentration levels that were well above the OSHA standard on most of their occupied days. On some days, the CO₂ concentration levels in these rooms approached the same levels that were seen in the Elementary School, with the highest level recorded in the High School classroom reaching 1,757 PPM and the Middle School Library reaching 1,415 PPM.
- (3) The High School Library is the only room with CO₂ concentrations that always remained within acceptable standards during the study period. This is likely because the library is a distinct addition on the building with a separate HVAC system and the space has exterior exposures on nearly 75% of its perimeter with much of that containing windows. Furthermore, the quality of construction of this addition appears to be poor, and as a result, the space probably has higher infiltration of outside air than the rest of the building, which, although beneficial for maintaining acceptable levels of CO₂, is very bad for energy efficiency, thermal comfort and other measures of air quality such as particulate pollution and allergens.
- (4) The High School and Middle School also currently lack appropriate exhaust and safety ventilation systems in shops and chemical storage rooms. The Middle School science lab lacks an exhaust vent and the exhaust systems for the chemical storage rooms in the High School need to be repaired. The contaminant exhaust systems in both High School shops (the dust collection system in the wood shop and the welding fume hood of the metal shop) are out of date and not functioning well. Both of these systems need wholesale replacement.

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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. The 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 poorly ventilated areas or a building with high airborne contaminants.

ASBESTOS

Another health concern is the presence of asbestos in various materials at each of the three buildings. Asbestos containing materials is present in flooring, insulation on concrete surfaces, HVAC pipe insulation, ceiling tile mastic, insulated window transite panels, and various other materials from each of the buildings’ original construction and any work that is conducted that could disturb these materials will require abatement.

RADON

Lastly, the Middle School registered fairly high levels of radon in various areas of the building as high as 8-11 pCi/L (picoCuries per liter of air). US EPA has set an action level of 4 pCi/L. At or above this level of radon, the EPA recommends you take corrective measures to reduce your exposure to the radon gas. It is believed to be entering through the slab on grade foundation, since the building does not have a basement. It is believed the lack of adequate ventilation contributes significantly to the high radon levels, because air changes would reduce the concentration to normal levels.

II. FAILING BUILDING INFRASTRUCTURE

The condition and resulting comfort of the HVAC systems at all three buildings appears to be one of the highest priorities amongst parents, teachers, and district decision-makers. Many of their complaints are related to hot spring and summers and cold winter indoor conditions. Some quotes from parents and teachers related to building comfort are below:

- (a) “In the winter it is usually pretty chilly in my classroom regardless of the time of day. Sometimes my students have to put on more coats or additional layers to keep warm.”
- (b) “Late summer and spring are hot in my room. Opening windows introduces unwanted outdoor noise from recess and other activities going on around the school.”
- (c) “We are freezing in the first half of the day in winter.”
- (d) “A pipe broke above the ceiling tiles in my classroom and leaked through causing damage to all of my classroom materials.”
- (e) “The actual climate in the school is awful. It is very hot in the summer and cold other times of the year. It smells musty.”
- (f) “The temperature is very erratic. A room directly across the hall might be ten or more degrees colder than my room.”
- (g) “It is very hot in my classroom in the beginning of the year.”
- (h) “It is hot in the spring. We have no air circulation. Can’t adjust the temperature in my room.”
- (i) “We don’t have air-conditioning! It is 2017, I thought all school classrooms had A/C by now.”
- (j) “There are times we can’t do anything about the temperature; the climate control needs repair – big time!”
- (k) “I need a quieter air-conditioning unit in my room, I can’t hear my students over the loudness of the window air-conditioner.”
- (l) “Often the library is hot year round. We’ve never had a comfortable environment.”

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(m) “It goes from one extreme to the other during winter sporting events in the High School gymnasium. It starts out frigidly cold and then gets unbearably hot by the end of events.”

To support the above parent and teacher quotes, many building systems and components that are critical in the support of the educational programs are failing throughout the district. Failure of many of these systems will result in unscheduled school closure, which elevates their need from a maintenance item to one that can jeopardize the district’s mission and also is extremely costly in a reactive, urgent situation. Below is a summary of existing conditions of failing critical building systems and components by building:

HIGH SCHOOL

(1) There is a combination of antiquated heating systems and limited cooling throughout High School. Most of the systems are disparate from one another and vary in effectiveness and operation depending on the area of the building.

(2) Majority of the components (piping, unit ventilators, air-handlers, etc) of the heating system are original from 1964 and in poor condition.

(3) Current systems do not provide code required ventilation air to promote acceptable indoor air quality. Most, if not all, unit ventilators have had their outside air dampers permanently closed, preventing the entry of fresh air.

(4) Some spaces share a single packaged rooftop unit, causing comfort issues year round for occupants.

(5) Many spaces have decoupled heating and cooling systems which can compete with one another causing unnecessary utility costs, excessive wear on equipment, and discomfort for occupants.

(6) Failing and antiquated pneumatic control systems in conjunction with programmable thermostats make HVAC monitoring, troubleshooting, scheduling, and efficient operation difficult if not impossible.

(7) The auditorium HVAC system is antiquated, provides no cooling, and does not effectively provide ventilation air creating majorly uncomfortable space use, which is the source of many complaints from the community.

(8) Poor air distribution in the gym leads to major comfort issues and hot/cold spots throughout the space. This is another source of major complaints from the community.

(9) Welding stations in the shop area are not adequately exhausted and are not configured optimally for student safety.

(10) Existing dust collection system in the wood shop is old and marginally effective, with many sub-floor tubes partially or completely blocked which is a safety concern. No dedicated makeup air system or air purification system is in place to provide good indoor air quality to the space.

MIDDLE SCHOOL

(1) Existing heating only change air unit ventilators on perimeter rooms and heating only rooftop units on interior rooms are at the end of their rated service life and do not provide cooling for the majority of the building. Many of the change air units have already started to fail.

(2) The change air units are noisy and disruptive while in operation.

(3) Interior rooms are grouped and served by a single rooftop unit, leading to poor individual room comfort.

(4) Combination of individual programmable thermostats and some remaining antiquated DDC controls make building

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management difficult and maintenance has to set the majority of the systems manually on a daily basis.

(5) Some electric unit heaters in entryways have failed.

(6) Gymnasium has an extremely poor exhaust system and no fresh air is provided to the space. Furthermore, ceiling fans are inferior and there is no air-conditioning to accommodate comfortable use in the spring, summer and early fall.

ELEMENTARY SCHOOL

(1) Disparate systems serve different areas of the building making it challenging to operate and maintain.

(2) Existing rooftop units are at the end of their rated service life and operate independently of hot water heating system.

(3) Areas served by the rooftop units have multiple classrooms on one unit causing comfort issues.

(4) The hydronic heating system consists of only one atmospheric boiler which is at the end of its rated service life. There is no redundancy if the boiler were to fail.

(5) Window units are ineffective for cooling and noisy in many of the classrooms.

(6) Ventilation air handling unit has been de-commissioned, leaving no system in place for introducing code required fresh air.

(7) The existing systems have primitive sequencing and scheduling, leaving much room for improvement in terms of comfort and energy efficiency.

III. TECHNOLOGY DEFICIENCIES

The current electrical infrastructure in the majority of classrooms at all three schools does not support the district's current educational technology needs. There are an insufficient number of classroom electrical receptacles to support computers, smart boards, tablet charging, and other classroom electronic media needed for today's curriculum. This leads to the excessive use of power strips and extension cords, which overload circuits and can be a fire hazard. Increasing technology demands at each building has put a strain on maintenance to attempt to piecemeal ways to accommodate demands.

Furthermore, insufficient and aging electrical service components are prevalent in each of the buildings. From the incoming service at the main distribution panels, to sub panels and out into the branch circuits, much of the infrastructure is inadequate and becoming an increasing maintenance and risk issue. Circuits are frequently overloading, which is a fire hazard and nuisance due to frequent electrical outages.

Proposed Solution to Address the Deficiencies Stated Above:

A comprehensive districtwide facilities audit was performed by a professional engineering and construction services firm over the end of 2017 and beginning of 2018. The in-depth analysis included an assessment of all major building components, with a focusing on the buildings' health and safety, to identify building deficiencies. Solutions to these deficiencies were arrived utilizing professional judgment while ensuring they comply with the most current codes. More detailed economic analysis that included building modeling simulations was on recommendations that have energy consumption implications. This analysis greatly informed the master planning process to arrive at the best, long-term solutions. Further, in-depth information is provided in the auxiliary document, Facility Maintenance Master Plan.

I. HEALTH RELATED SOLUTIONS

The current antiquated HVAC systems throughout the Elementary School, Middle School, and High School will be replaced with new variable refrigerant flow (VRF) heating and cooling systems and dedicated outdoor air systems (DOAS) that will

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exceed 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, three systems, the district employed an engineering consultant to look at solutions from a clean slate. A four-pipe hydronic system, hybrid water-source heat pump system, and air-source variable refrigerant flow system 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 will best serve Burlington RE-6J schools.

The replacement of the HVAC system will also necessitate a removal effort of a significant amount of asbestos from each of the buildings.

Lastly, the new HVAC and dedicated outdoor air system for the Middle School is expected to reduce and/or eliminate the presence of radon gas in the building. Testing will be conducted post project to ensure this, otherwise other corrective measures will then be taken by the district.

II. BUILDING INFRASTRUCTURE SOLUTIONS

Failing, unsafe, and inefficient building systems and components that are critical in the support of the educational programs will be addressed. This includes holistic replacement of aging and failing HVAC equipment and infrastructure along with building electrical infrastructure. Additionally, risk of a catastrophic failure of equipment without backup or other building infrastructure will be eliminated providing more peace of mind for district staff and decision-makers.

The 2015 International Mechanical Code, and 2015 International Energy Conservation Code (IECC) were referenced to identify deficiencies and formulate the solutions identified. Solutions for HVAC and Electrical Infrastructure are outlined by building as follows:

HIGH SCHOOL

- (1) Comprehensively replace HVAC systems serving the building with all new air-source variable refrigerant flow system for heating and cooling and a dedicated outdoor air system for ventilation.
- (2) Install new direct digital control building automation system for all new HVAC equipment to allow for single front end and remote operation and scheduling.
- (3) Provide dedicated system (packaged rooftop units and destratification fans) for gymnasium for heating, cooling, ventilation and air destratification.
- (4) For the auditorium, install high efficiency packaged gas/DX rooftop unit on top of the auditorium with new concealed ductwork for space heating and cooling. Re-purpose underfloor ductwork for ventilation air and install new energy recovery ventilator (ERV).
- (5) For the welding shop, modify existing ductwork and install new source capture system at each welding station tied into central exhaust fan. Direct removal of welding fumes will prevent students from breathing in harmful gases.
- (6) For the wood shop, Install new dust collection system, including new source capture hoses as necessary. Install make-up air unit and air filtration system to promote indoor air quality and ensure safe student learning and working environment.
- (7) Replace aging incoming service main distribution panels, sub panels, and other electrical infrastructure to increase capacity, reliability and safety.

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MIDDLE SCHOOL

- (1) Comprehensively replace HVAC systems serving the building with all new air-source variable refrigerant flow system for heating and cooling and a dedicated outdoor air system for ventilation.
- (2) Install new direct digital control building automation system for all new HVAC equipment to allow for single front end and remote operation and scheduling.
- (3) Provide dedicated system (packaged rooftop units and destratification fans) for gymnasium for heating, cooling, ventilation and air destratification.
- (4) Replace failed electric unit heaters with new units.
- (5) Replace aging incoming service main distribution panels, sub panels, and other electrical infrastructure to increase capacity, reliability and safety.

ELEMENTARY SCHOOL

- (1) Comprehensively replace HVAC systems serving the building with all new air-source variable refrigerant flow system for heating and cooling and a dedicated outdoor air system for ventilation.
- (2) Install new direct digital control building automation system for all new HVAC equipment to allow for single front end and remote operation and scheduling.
- (3) Provide dedicated system (packaged rooftop units and destratification fans) for gymnasium for heating, cooling, ventilation and air destratification.
- (4) Replace aging incoming service main distribution panels, sub panels, and other electrical infrastructure to increase capacity, reliability and safety.

III. TECHNOLOGY SOLUTIONS

The comprehensive building audit that was performed by a professional engineering and construction services firm with much input from teachers and staff, included an assessment of technology needs and supporting infrastructure. The proposed project would upgrade each school's electrical incoming service panel, distribution, and branch circuits to add program required receptacles. All work will meet the 2014 National Electric Code.

- (1) Route new electrical circuits for classroom receptacles and install additional outlets in classrooms for current and future educational media and technology needs.
- (2) Replace electrical panels and other infrastructure to increase capacity, reliability and safety.

How Urgent is this Project?

Burlington Schools does not have the financial capacity to address our long list of building needs without assistance. Additionally, the community will not support a bond issue for many years to come. The Qualified Zone Academy Bond already obtained by the school district, with repayment coming from the district's mill levy override, is being used as the match for this project. These funds must be used by the district within three years of the award (December 2017), however, these funds are not adequate to take care of all of the needed improvements at the three Burlington Schools in a responsible manner. If only these QZAB funds were used for improvements, difficult decisions would need to be made for partial improvements, further increasing inequality within buildings, as well as between buildings. This is a significant concern for district administration and decision-makers.

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In the event that this project is not awarded, much of this needed work simply will not get completed. Rather, the district will use the QZAB to complete as much of the work as possible, but solutions will need to be adjusted, many systemic issues will not be solved, priorities will get left unaddressed, and the district will still continue to perform many reactive repairs, band-aids, and other piecemeal projects to get by. Much of the building infrastructure will continue to deteriorate and the district will be forced to spend increasing amounts of funds on reactive repairs, rather than breaking that paradigm with a proactive, holistic approach. The urgency of each major deficiency is described below:

HEALTH: POOR INDOOR AIR QUALITY IN ALL THREE SCHOOLS

Providing acceptable indoor air quality and ventilation is essential to minimizing illness and a healthy and productive learning environment. Although this need is qualitative in nature, this is a high priority for Burlington Schools and is planned to be addressed over the summer of 2019. If this part of the project is not awarded, the installation of new HVAC systems will not happen, and the buildings' environments will continue to be poor and occupants will have to endure inadequate conditions.

HEALTH: ASBESTOS ABATEMENT AND RADON GAS REMOVAL

Given the health hazards of various types of asbestos containing materials in each of the buildings, any effort to renovate the buildings and upgrade systems and infrastructure will undoubtedly require significant asbestos abatement. While the proposed project is not a comprehensive removal of all asbestos in each of the buildings, it is a significant amount and will eliminate many areas of concern. If the project is awarded, asbestos is planned to be abated prior to the HVAC and electrical renovation projects in the summer of 2019. If this part of the project is not awarded, the asbestos will remain and continue to pose a health risk to the buildings' occupants. Mitigation of the radon will also take place in conjunction with the HVAC renovation project at the Middle School. The new HVAC system is expected to reduce and/or eliminate the presence of elevated levels of radon gas in the building.

BUILDING INFRASTRUCTURE: COMPREHENSIVE HVAC SYSTEM REPLACEMENTS IN ALL THREE SCHOOLS

Given the comfort issues, failing equipment and reliability concerns, increasing maintenance costs, and operational issues, this project is a very high priority. If the project is awarded, the work will be conducted over the summer of 2019 with the electrical and other renovation projects. If this part of the project is not awarded, students, staff, and administrators will continue to be uncomfortable when they are present in the buildings. Significant time will pass before the school district is in a position to be able to obtain funding to complete this work in a fiscally responsible manner. The district will also be forced to budget for increased maintenance and piecemeal projects to get by for the foreseeable future.

BUILDING INFRASTRUCTURE: ELECTRICAL INFRASTRUCTURE UPGRADES IN ALL THREE SCHOOLS

Given the age of the electrical infrastructure at each of the three buildings coupled with reliability and capacity concerns, this project is also a very high priority and both directly and indirectly tied to the HVAC system project. If the project is awarded, the work will be conducted over the summer of 2019 with the HVAC and other renovation projects. If this part of the project is not awarded, it will be difficult to find funds to upgrade the infrastructure holistically, which is the most responsible way to do so. Significant time will pass before the school district is in a position to be able to obtain funding to complete this work correctly.

TECHNOLOGY: ADD ELECTRICAL RECEPTACLES IN CLASSROOMS IN ALL THREE SCHOOLS

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 completed over the summer of 2019 in conjunction with the HVAC project and other electrical upgrades. If this part of the project is not awarded, the implementation of these upgrades will not take place for the foreseeable future. Because of the need to upgrade other electrical infrastructure in each of the buildings, it would not make sense to attempt and piecemeal this work as opposed to a holistic upgrade from the incoming service down to the receptacles of the electrical systems. This is the most responsible and risk mitigating way to get this project completed, therefore until the district would have funds to do all of the electrical work at each building together, it would continue to be deferred. Classrooms will

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continue to experience overloaded receptacles, irresponsible use of extension cords and power strips, and continued tripped breakers will occur until addressed.

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 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 – comfortable, healthy, productive, and safe. The updated plan will focus on HVAC systems, electrical & lighting systems, plumbing systems, on-going energy management, preventative maintenance plan, and other components not related to this proposed project, but still integral to being preemptive in taking care of the district’s buildings, systems, infrastructure, and sites.

This project will help make a major paradigm shift from reactive, piecemeal and band-aid fixes to catching up, having reliable systems, and being in a proactive position to be able to effectively budget and maintain building systems and infrastructure. This will undoubtedly also allow the district to reallocate funds in its budget for other critical uses, no longer needing to allocate funds to be spent on system and equipment repair costs as well as high utility costs.

Proactive preventative maintenance will become a major component of our facility operations and will include routine inspections both by district staff and partner contractors to identify and correct necessary items before they become larger issues and put the district back in a reactive position. Expectations for routine and predictive maintenance will also become a part of our maintenance operation department. Additionally, the district will look to contract with local contractors to develop a Preventative Maintenance & Service Plan on major equipment and systems including agreed upon PM services, negotiated labor rates, annual timeline, etc.

The district will plan to begin setting aside dollars for capital renewal and/or capital reserve for eventual replacement of the major equipment, systems and other components relative to their respective life expectancy. ASHRAE and manufacturer data is available that states, “system life (for variable refrigerant flow systems, “VRF”) is estimated at median year life of 20 years for the outdoor condensing units, 20+ years for the indoor cassette and other terminal units, and 50+ years for the copper refrigerant piping and other distribution systems.” Funds will be set aside to handle the biggest expense in the future, which will be replacing the condensing units in approximately 20 years. Burlington 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:

Each of the three Burlington Schools was built as a new attendance center at its respective time of original construction.

The Elementary School was built in 1958 for grades Pre-K through 4th grade. The building saw major additions to accommodate a 4th grade wing, food service and educational programs in 1965, 1985 and 1999 respectively. The original construction is a typical mid-century school building with adequately sized classroom spaces.

The Middle School was built in 1972 to accommodate 5th through 8th grades with an addition for educational administrative services in 1999. The original construction is a typical early-1970s school construction with lots of interior space without an exterior exposure and adequately sized classroom spaces.

The High School was originally constructed in 1964 for 9th through 12th grades, with major additions in 1970 and 1999 to add space for various educational programs and services. There was an auxiliary athletic center added in 1999 along with a renovation of the building front entrance and administrative areas to improve security. The original construction is a typical early-1960s school construction with adequately sized classroom spaces.

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Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Burlington Schools has made various building improvements to keep up with its educational and extracurricular needs. Besides the original construction of all three schools, each building was part of a district bond project including additions and major remodeling in 1999.

The Elementary School had an addition added in 1965 to accommodate the 4th grade, a lunchroom addition in 1985 and a Pre-school, gymnasium, library, computer lab and music room in 1998. A pitched shingle roof added to the building in 1999 to eliminate leaks and water infiltration. Supplemental air-conditioning equipment was added to various areas of the building in the 1980s and 1990s which all originally only had heat. A security camera system was added to the building in the 1990s.

The Middle School had an administrative area addition in 1999 and also various renovations as part of the 1999 bond issue. These include the stage area in the gym being renovated to accommodate a band room. Computer labs and a security camera system were added as well. Kitchen upgrades were also conducted to centralize food preparation at this building for the whole district. The Middle School had its roof replaced over the summer of 2015 with the use of a BEST Grant.

The High School had a library addition in 1970, a Chemistry Lab addition in 1999 with additional interior renovations conducted as part of that project as well. Computer labs and a security camera system were added to the building in the 1990s. The McArthur Gym was constructed in 1996 to accommodate an auxiliary gymnasium, wrestling room, weight room, and locker rooms. A remodel project was conducted in the auditorium in 2008. The High School has had its roof replaced in summer 2017 with the use of a BEST Grant.

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

The Burlington School District has passed a mill levy override of 3.515 mills for a 6-year time limit. The year 2018 will be the 4th year of this override. The board of education is in the process of asking voters to extend this mill levy override. Also, the district has obtained a QZAB loan that will be used as the matching funds for this BEST project. If the future mill levy override attempts were to fail, the district still has a plan for available ways to budget for the repayment of the QZAB. Conversations in the community regarding a bond issue have not been favorable, thus that path does not look to have a successful end result in the foreseeable future.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Right now, the district projects the needs of each school and then tries to budget an amount in capital outlay to cover those costs. We have created a Capital Fund account, Fund 43. As of last year, we are creating a facilities maintenance plan to address issues in the district. Starting last year, we were able to move carryover into the fund in the amount of \$100,000. As the budget is being created for next year we hope to continue to add \$100,000 annually. Which is approximately \$140.00 per pupil

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Energy savings is not one of the primary reasons Burlington Schools is interested in implementing this project. The main goals are improved health and comfort in the classrooms and other areas of our district buildings. However, the district recognizes by replacing HVAC systems, installing building automation controls and other related improvements there will be some energy savings achieved from the project. However, adding air-conditioning to the majority of the schools and also introducing mechanical ventilation and fresh air offsets much of the utility savings from a more efficient HVAC system.

The district currently spends an aggregate total of \$169,512 on natural gas and electricity at its three schools. The utility savings after the projects are implemented is currently projected to be \$11,743 annually. Our district is excited to add air-conditioning, properly provide fresh air and ventilation to all spaces, and still be able to net utility savings to be reallocated for use elsewhere in the district's budget.

Burlington Schools also anticipates approximately \$17,000 annually in maintenance/repair cost savings as well, significantly benefiting the district's maintenance budget.

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Current Grant Request:	\$4,756,391.19	CDE Minimum Match %:	47
Current Applicant Match:	\$4,217,931.81	Actual Match % Provided:	47
Current Project Request:	\$8,974,323.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Qualified Zone Academy Bond (QZAB), backed by mill levy override and general fund
Future Grant Requests:	\$0.00	Escalation %:	6
Total of All Phases:	\$8,974,323.00	Construction Contingency %:	10
Affected Sq Ft:	183,900	Owner Contingency %:	1.5
Affected Pupils:	781	Historical Register?	No
Cost Per Sq Ft:	\$48.80	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$3.51	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$45.28	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$11,490.81	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	235	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	704	Bonded Debt Approved:	
Assessed Valuation:	\$103,750,422	Year(s) Bond Approved:	
PPAV:	\$147,268	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$1,797,840	Year(s) Bond Failed:	
Median Household Income:	\$42,037	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	63.7%	Total Bond Capacity:	\$20,750,084
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$20,750,084
3yr Avg OMFAC/Pupil:	\$1,626.41		

● **Facilities Impacted by this Grant Application** ●

DURANGO 9-R - District-wide Entry Lock Replacement - Animas Valley ES - 1994*

School Name: Animas Valley ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	59,160
Replacement Value:	\$15,607,454
Condition Budget:	\$4,949,843
Total FCI:	31.71%
Energy Budget:	\$0
Suitability Budget:	\$694,400
Total RSLI:	29%
Total CFI:	36.2%
Condition Score: (60%)	3.62
Energy Score: (0%)	2.50
Suitability Score: (40%)	4.52
School Score:	3.98



DURANGO 9-R - District-wide Entry Lock Replacement - Park ES - 1956*

School Name: Park ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	71,019
Replacement Value:	\$18,674,397
Condition Budget:	\$5,401,511
Total FCI:	28.92%
Energy Budget:	\$0
Suitability Budget:	\$2,393,100
Total RSLI:	23%
Total CFI:	41.7%
Condition Score: (60%)	3.61
Energy Score: (0%)	3.33
Suitability Score: (40%)	4.13
School Score:	3.82



DURANGO 9-R - District-wide Entry Lock Replacement - Florida Mesa ES - 1959*

School Name: Florida Mesa ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	60,405
Replacement Value:	\$15,958,444
Condition Budget:	\$5,572,848
Total FCI:	34.92%
Energy Budget:	\$0
Suitability Budget:	\$1,542,000
Total RSLI:	23%
Total CFI:	44.6%
Condition Score: (60%)	3.31
Energy Score: (0%)	2.50
Suitability Score: (40%)	4.49
School Score:	3.78



*2009 Assessment Data

● **Facilities Impacted by this Grant Application** ●

DURANGO 9-R - District-wide Entry Lock Replacement - Sunnyside ES - 1962

School Name: Sunnyside ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	52,935
Replacement Value:	\$14,005,212
Condition Budget:	\$3,478,908
Total FCI:	24.84%
Energy Budget:	\$0
Suitability Budget:	\$1,203,700
Total RSLI:	23%
Total CFI:	33.4%
Condition Score: (60%)	3.63
Energy Score: (0%)	2.50
Suitability Score: (40%)	4.18
School Score:	3.85



DURANGO 9-R - District-wide Entry Lock Replacement - Durango HS - 1977

District:	Auditor - Durango 9-R
School Name:	Durango HS
Gross Area (SF):	247,700
Number of Buildings:	2
Replacement Value:	\$91,803,367
Condition Budget:	\$34,371,776
Total FCI:	0.37
Adequacy Index:	0.09



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$10,290,092	\$7,973,360	0.77
Equipment and Furnishings	\$3,014,511	\$746,865	0.25
Exterior Enclosure	\$7,823,770	\$1,921,629	0.25
Fire Protection	\$2,304,151	\$19,086	0.01
Furnishings	\$1,849,898	\$1,286,837	0.70
HVAC System	\$20,187,737	\$10,948,770	0.54
Interior Construction and Conveyance	\$15,632,472	\$7,262,727	0.46
Plumbing System	\$4,482,233	\$1,600,819	0.36
Site	\$11,902,106	\$2,630,771	0.22
Structure	\$14,316,397	\$0	0.00
Overall - Total	\$91,803,367	\$34,390,864	0.37

*2009 Assessment Data

● **Facilities Impacted by this Grant Application** ●

DURANGO 9-R - District-wide Entry Lock Replacement - Escalante MS - 1992

District:	Auditor - Durango 9-R
School Name:	Escalante MS
Gross Area (SF):	110,800
Number of Buildings:	1
Replacement Value:	\$36,294,573
Condition Budget:	\$23,758,768
Total FCI:	0.65
Adequacy Index:	0.18



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$4,297,295	\$4,354,971	1.01
Equipment and Furnishings	\$1,631,738	\$1,759,283	1.08
Exterior Enclosure	\$3,663,223	\$422,151	0.12
Fire Protection	\$1,038,515	\$4,967	0.00
Furnishings	\$569,088	\$0	0.00
HVAC System	\$6,238,321	\$7,427,696	1.19
Interior Construction and Conveyance	\$8,456,222	\$3,999,901	0.47
Plumbing System	\$2,019,674	\$1,309,184	0.65
Site	\$4,661,964	\$4,480,620	0.96
Structure	\$3,718,534	\$0	0.00
Overall - Total	\$36,294,573	\$23,758,773	0.65

DURANGO 9-R - District-wide Entry Lock Replacement - Riverview ES - 2004

District:	Auditor - Durango 9-R
School Name:	Riverview ES
Gross Area (SF):	69,700
Number of Buildings:	1
Replacement Value:	\$23,272,732
Condition Budget:	\$5,831,431
Total FCI:	0.25
Adequacy Index:	0.21



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,824,883	\$1,742,733	0.62
Equipment and Furnishings	\$1,032,748	\$0	0.00
Exterior Enclosure	\$2,724,905	\$1,036,070	0.38
Fire Protection	\$656,897	\$0	0.00
HVAC System	\$3,594,065	\$1,407,299	0.39
Interior Construction and Conveyance	\$4,348,020	\$1,324,892	0.30
Plumbing System	\$1,168,303	\$212,653	0.18
Site	\$4,668,090	\$107,784	0.02
Structure	\$2,254,822	\$0	0.00
Overall - Total	\$23,272,732	\$5,831,431	0.25

● **Facilities Impacted by this Grant Application** ●

DURANGO 9-R - District-wide Entry Lock Replacement - Miller MS - 1961

District:	Auditor - Durango 9-R
School Name:	Miller MS
Gross Area (SF):	119,695
Number of Buildings:	1
Replacement Value:	\$38,651,823
Condition Budget:	\$11,562,279
Total FCI:	0.30
Adequacy Index:	0.16



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$4,624,246	\$2,489,468	0.54
Equipment and Furnishings	\$1,377,179	\$365,953	0.27
Exterior Enclosure	\$4,324,197	\$319,934	0.07
Fire Protection	\$1,121,106	\$0	0.00
Furnishings	\$693,646	\$80,097	0.12
HVAC System	\$6,768,278	\$1,275,594	0.19
Interior Construction and Conveyance	\$9,085,291	\$4,476,546	0.49
Plumbing System	\$2,248,869	\$1,421,008	0.63
Site	\$2,924,663	\$1,114,008	0.38
Structure	\$5,484,348	\$19,672	0.00
Overall - Total	\$38,651,823	\$11,562,280	0.30

DURANGO 9-R - District-wide Entry Lock Replacement - Needham ES - 1957

District:	Auditor - Durango 9-R
School Name:	Needham ES
Gross Area (SF):	70,815
Number of Buildings:	1
Replacement Value:	\$26,216,897
Condition Budget:	\$10,562,992
Total FCI:	0.40
Adequacy Index:	0.18



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,457,390	\$1,755,871	0.71
Equipment and Furnishings	\$1,054,230	\$990,437	0.94
Exterior Enclosure	\$4,919,205	\$340,811	0.07
Fire Protection	\$667,250	\$0	0.00
Furnishings	\$16,622	\$4,155	0.25
HVAC System	\$5,288,662	\$2,971,583	0.56
Interior Construction and Conveyance	\$5,442,480	\$2,372,985	0.44
Plumbing System	\$1,172,825	\$517,024	0.44
Site	\$2,603,734	\$1,610,127	0.62
Structure	\$2,594,500	\$0	0.00
Overall - Total	\$26,216,897	\$10,562,993	0.40

● **Facilities Impacted by this Grant Application** ●

DURANGO 9-R - District-wide Entry Lock Replacement - Big Picture HS - 1957
No Statewide Facility Assessment Information Available



BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: DURANGO 9-R

County: LA PLATA

Project Title: District-wide Entry Lock Replacement

Applicant Previous BEST Grant(s): 4

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"/> Technology |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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, two high schools, and a new in-district charter elementary serve approximately 5000 students.

First established in 1881 to serve the new railroad town of Durango, the School District was the ninth in La Plata County. In the late 1950s, the District reorganized and incorporated 12 rural school districts to form the "R" in 9-R --- District 9-Reorganized. Today 9-R is known as "a community committed to innovation and excellence in education."

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.

Deficiencies Associated with this Project:

The Durango School District is presently using Schlage CM993 locks as the access control in their buildings. There are 88 of these locks district-wide. We have a database of existing users with their credentials. Once a week our locksmith links the database with a hand-held device and physically visits all 88 locks to update the credentials and download the door access history. This takes our locksmith one entire day each week.

The CM993 locks have been discontinued for several years. We were able to find repair parts at first, then there were fewer and fewer until the only place to find parts was on ebay. At this time, if a main entry lock stops working, we need to find another door with less access demands and take that entry lock to use at the front door.

Proposed Solution to Address the Deficiencies Stated Above:

We are proposing a project to replace the CM993 locks with Schlage AD400 radio controlled locks. These locks will be controlled by PIM400 controllers that will be linked to our access control software through the School District Network. These locks are compatible with the existing software that Durango School District is licensed for. The School District is paying for installation of this lock system at two schools first as a trial this Spring. We believe that we can iron out any bugs at Fort Lewis Mesa Elementary and Big Picture High School this year and that will help the proposed project run more smoothly. That is why those two school are not part of this project. This project is to replace 72 of the 88 locks district-wide.

How Urgent is this Project?

Our existing locks have been used considerably beyond their life expectancy. As these old locksets fail we are left with fewer and fewer options to control the access to our school buildings. Any time we replace an electronic lock with a hard key lock, we are allowing another way to enter the building without any record of that entry. Also, the hand-held linking device is a very slow way to control access in case of a lost or stolen card, or a disgruntled employee. The only way to deny credential to any card that is lost is to program the handset and take it to the school to physically reprogram each door. Access by anyone with the card in question can be made in the time it takes to get to the school with the device. Because of the Claire Davis Act

BEST FY2018-19 GRANT APPLICATION SUMMARIES

and the recent school shootings nationwide, we feel we need to upgrade the access control in our schools 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?

Our Capital Renewal budget is around 1.4 million and we are actively investing in our schools. We are using some of the Capital funding for this year to install these locks at our two pilot schools.

The maintenance budget will be used to repair and maintain the lock units once they are installed. We have a reactive work order system as well as a preventative maintenance program and all of this equipment will be entered in the program.

Periodic PM work orders will be generated to perform any maintenance tasks that are recommended by the manufacturer.

We are presently maintaining discontinued and aging locks as well as programming them weekly with a hand-held device, so the maintenance tasks will go down considerably after this project has been completed.

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:

Durango School District Buildings were built at various times from 1916 to 2006. Condition varies greatly but many changes have been made through the years to keep our school buildings up to date. They are all adequate, but they all have constant renewal needs.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

In the past three years projects included: DHS- Boiler Replace, HVAC Controls Upgrade, Theater Electrical Upgrade, New Athletic Fields, 2015 Partial Roof Replace, ADA Accessibility Improvements, Assistant Principals Office Remodel. Miller Middle School- Theater Electrical Upgrade, Parking Lot Asphalt Replace. Escalante Middle School- Running Track Replace, Domestic Water Heaters Replace, Fire Alarm Panel Replace. Park Elementary- Partial Roof Replace, Front Door Buzzer. Needham Elementary- Front Door Buzzer, Boilers Replace. Riverview- Front door Buzzer, Concrete Replace. Sunnyside Elementary- Boilers Replace, Emergency Generators. Florida Mesa- New Playground, Emergency Generator. Administration- Steam Boilers Replace.

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

Last Year a mil levy was passed that has helped us boost funding for capital renewal. We are using some of these funds to install the new entry locks at Fort Lewis Mesa Elementary and Big Picture High School.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Last year our Capital Renewal spending went up to 1,400,000. This amounts to \$278 per FTE based on the School District as a whole. We feel fortunate to be able to keep investing in our schools.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$82,401.18	CDE Minimum Match %:	71
Current Applicant Match:	\$201,740.82	Actual Match % Provided:	71
Current Project Request:	\$284,142.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Capital Renewal Fund
Future Grant Requests:	\$0.00	Escalation %:	5
Total of All Phases:	\$284,142.00	Construction Contingency %:	5

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Affected Sq Ft:	909,378	Owner Contingency %:	0
Affected Pupils:	4,427	Historical Register?	No
Cost Per Sq Ft:	\$0.31	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$0.00	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$0.31	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$64.18	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	205	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	4,306	Bonded Debt Approved:	
Assessed Valuation:	\$1,321,951,920	Year(s) Bond Approved:	
PPAV:	\$307,038	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$2,509,891	Year(s) Bond Failed:	
Median Household Income:	\$61,918	Outstanding Bonded Debt:	\$46,620,000
Free Reduced Lunch %:	31.0%	Total Bond Capacity:	\$264,390,384
Existing Bond Mill Levy:	5.755	Bond Capacity Remaining:	\$217,770,384
3yr Avg OMFAC/Pupil:	\$1,431.71		

● **Facilities Impacted by this Grant Application** ●

DURANGO 9-R - HS Partial Roof Replacement - Durango HS - 1977

District:	Auditor - Durango 9-R
School Name:	Durango HS
Gross Area (SF):	247,700
Number of Buildings:	2
Replacement Value:	\$91,803,367
Condition Budget:	\$34,371,776
Total FCI:	0.37
Adequacy Index:	0.09



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$10,290,092	\$7,973,360	0.77
Equipment and Furnishings	\$3,014,511	\$746,865	0.25
Exterior Enclosure	\$7,823,770	\$1,921,629	0.25
Fire Protection	\$2,304,151	\$19,086	0.01
Furnishings	\$1,849,898	\$1,286,837	0.70
HVAC System	\$20,187,737	\$10,948,770	0.54
Interior Construction and Conveyance	\$15,632,472	\$7,262,727	0.46
Plumbing System	\$4,482,233	\$1,600,819	0.36
Site	\$11,902,106	\$2,630,771	0.22
Structure	\$14,316,397	\$0	0.00
Overall - Total	\$91,803,367	\$34,390,864	0.37

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: DURANGO 9-R

County: LA PLATA

Project Title: HS Partial Roof Replacement

Applicant Previous BEST Grant(s): 4

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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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, two high schools, and a new in-district charter elementary serve approximately 5000 students.

First established in 1881 to serve the new railroad town of Durango, the School District was the ninth in La Plata County. In the late 1950s, the District reorganized and incorporated 12 rural school districts to form the "R" in 9-R --- District 9-Reorganized. Today 9-R is known as "a community committed to innovation and excellence in education."

Durango High School offers a variety of educational programs to accommodate individual student needs. The school offers extensive electives in all departments, including music, art, theater; business, technology and vocational education. Honors courses and advanced-placement classes are available in grades 9-12. Counselors work with parents and students to plan their educational program beginning in ninth grade. Special education help is available for identified students.

Deficiencies Associated with this Project:

A large section of roof in the center of the building is ageing to the point that it is difficult to repair. The roof was installed in 1997 and there have been times when several buckets had to be placed in classrooms during storms to catch leaks. Patches have been installed where the gas pipe supports have worn through the membrane. This has helped temporarily, but it is time to replace the roof.

Proposed Solution to Address the Deficiencies Stated Above:

We intend to remove existing roofing membrane, remove and replace any damaged insulation, install new 2" Polystyrene insulation, install new recover board, install new Co-polymer KEE 45 mil. single ply roofing system with all appropriate items necessary for a complete, functional roof with 20 year Warranty and 1" minimum hail Warranty. We know that the usual spec for BEST projects is a 60 mil membrane, but we have data that shows the 45 mil KEE roof membrane performs as well or better than competing 60 mil membranes with less weight.

How Urgent is this Project?

Last year there was a call from Durango High School during a rainstorm that said they were running out of buckets to put under drips. These leaks have been repaired, but new leaks happen all the time. The sooner we take care of this section of roof, the more time we can spend on preventative instead of reactive maintenance.

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 standard for PVC and Polyolefin membranes calls for a 60 mil membrane. We have found that 45 mil KEE membrane gives us better test results, performance and warranty for less roof weight and is therefore a better choice for our specifications.

In lab tests 45 mil KEE from FiberTite has better: tensile strength, tear resistance, seam strength, dimensional stability and

BEST FY2018-19 GRANT APPLICATION SUMMARIES

puncture resistance than competing 60 mil PVC roofing products.

And FiberTite KEE meets both ASTM D 6754 KEE & ASTM D 4434 specifications.

Our experience is that the FiberTite KEE system is durable protection and that FiberTite has a long history of providing excellent warranties for this system.

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

Durango School District has a preventative maintenance plan in place and regular roof inspections and maintenance are a part of that. Inspection and cleaning cut down on wear and any repairs will be dealt with promptly through our warranty. We have not had any problems with getting companies to respond to warranty calls on our newer roofs. With a 20 year warranty there is no reason that these roofs should be in disrepair.

Durango School District budgets over 1 million dollars a year for Capital Improvements. Our buildings are a high priority and we feel fortunate that we can keep investing in them.

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:

Durango High School was originally built in 1977. In 1998 there was an additional gym and south wing added. In 2006 there was a major renovation project with an addition of the west wing and the art wing.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Improvements have been ongoing. In 2014 three new boilers were purchased and installed. In 2015 there was an electrical upgrade done to the Theater, and new sports fields were built. In 2016 there was a large section of roof replaced over the theater and cafeteria as well as a restroom remodel project for ADA compliance. And a classroom was remodeled into assistant principals' offices in 2017.

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

Last year Durango School District passed a mil levy. Since then we have been able to increase our capital spending. These funds make it possible to pay for our matching percentage.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Last year our Capital Renewal spending went up to 1,400,000. This amounts to \$278 per FTE based on the School District as a whole.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

The new roof application will add a small amount of roof insulation. There will not be any substantial utility savings.

Current Grant Request:	\$200,828.77	CDE Minimum Match %:	71
Current Applicant Match:	\$491,684.23	Actual Match % Provided:	71
Current Project Request:	\$692,513.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Capital Improvements Fund
Future Grant Requests:	\$0.00	Escalation %:	5
Total of All Phases:	\$692,513.00	Construction Contingency %:	5
Affected Sq Ft:	60,000	Owner Contingency %:	0
Affected Pupils:	1,101	Historical Register?	No
Cost Per Sq Ft:	\$11.54	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$0.78	Does this Qualify for HPCP?	No

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Hard Costs Per Sq Ft:	\$10.76	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$628.99	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	234	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	4,306	Bonded Debt Approved:	
Assessed Valuation:	\$1,321,951,920	Year(s) Bond Approved:	
PPAV:	\$307,038	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$2,509,891	Year(s) Bond Failed:	
Median Household Income:	\$61,918	Outstanding Bonded Debt:	\$46,620,000
Free Reduced Lunch %:	31.0%	Total Bond Capacity:	\$264,390,384
Existing Bond Mill Levy:	5.755	Bond Capacity Remaining:	\$217,770,384
3yr Avg OMFAC/Pupil:	\$1,431.71		

● **Facilities Impacted by this Grant Application** ●

POUDRE R-1 - MS HS Dust Collection Systems - Blevins JHS - 1968*

School Name: Blevins JHS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	123,102
Replacement Value:	\$31,207,040
Condition Budget:	\$22,724,706
Total FCI:	72.82%
Energy Budget:	\$0
Suitability Budget:	\$213,000
Total RSLI:	7%
Total CFI:	73.5%
Condition Score: (60%)	3.33
Energy Score: (0%)	1.88
Suitability Score: (40%)	4.84
School Score:	3.94



POUDRE R-1 - MS HS Dust Collection Systems - Boltz JHS - 1972*

School Name: Boltz JHS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	95,140
Replacement Value:	\$25,552,005
Condition Budget:	\$13,975,682
Total FCI:	54.70%
Energy Budget:	\$33,299
Suitability Budget:	\$4,143,200
Total RSLI:	16%
Total CFI:	71.0%
Condition Score: (60%)	3.41
Energy Score: (0%)	1.67
Suitability Score: (40%)	4.32
School Score:	3.77



POUDRE R-1 - MS HS Dust Collection Systems - Cache La Poudre JHS - 1949*

School Name: Cache La Poudre JHS

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	73,913
Replacement Value:	\$19,812,303
Condition Budget:	\$11,646,249
Total FCI:	58.78%
Energy Budget:	\$0
Suitability Budget:	\$2,694,800
Total RSLI:	20%
Total CFI:	72.4%
Condition Score: (60%)	3.05
Energy Score: (0%)	2.81
Suitability Score: (40%)	4.41
School Score:	3.59



*2009 Assessment Data

● **Facilities Impacted by this Grant Application** ●

POUDRE R-1 - MS HS Dust Collection Systems - Centennial HS - 1907*

School Name: Centennial HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	39,967
Replacement Value:	\$12,779,741
Condition Budget:	\$2,320,202
Total FCI:	18.16%
Energy Budget:	\$0
Suitability Budget:	\$3,003,700
Total RSLI:	28%
Total CFI:	41.7%
Condition Score: (60%)	3.35
Energy Score: (0%)	2.71
Suitability Score: (40%)	3.69
School Score:	3.49



POUDRE R-1 - MS HS Dust Collection Systems - Fort Collins HS - 1995*

School Name: Ft Collins HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	286,552
Replacement Value:	\$85,064,345
Condition Budget:	\$28,838,957
Total FCI:	33.90%
Energy Budget:	\$100,293
Suitability Budget:	\$1,461,000
Total RSLI:	20%
Total CFI:	35.7%
Condition Score: (60%)	3.75
Energy Score: (0%)	2.19
Suitability Score: (40%)	4.87
School Score:	4.20



POUDRE R-1 - MS HS Dust Collection Systems - Fossil Ridge HS - 2005*

School Name: Fossil Ridge HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	296,375
Replacement Value:	\$95,216,313
Condition Budget:	\$1,317,366
Total FCI:	1.38%
Energy Budget:	\$0
Suitability Budget:	\$780,200
Total RSLI:	40%
Total CFI:	2.2%
Condition Score: (60%)	4.15
Energy Score: (0%)	2.71
Suitability Score: (40%)	4.91
School Score:	4.46



*2009 Assessment Data

● **Facilities Impacted by this Grant Application** ●

POUDRE R-1 - MS HS Dust Collection Systems - Kinard JHS - 2006*

School Name: Kinard JHS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	112,735
Replacement Value:	\$35,745,848
Condition Budget:	\$485,390
Total FCI:	1.36%
Energy Budget:	\$0
Suitability Budget:	\$1,679,500
Total RSLI:	44%
Total CFI:	6.1%
Condition Score: (60%)	4.17
Energy Score: (0%)	2.19
Suitability Score: (40%)	4.60
School Score:	4.34



POUDRE R-1 - MS HS Dust Collection Systems - Leshar JHS - 1960*

School Name: Leshar JHS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	93,686
Replacement Value:	\$28,372,872
Condition Budget:	\$13,897,370
Total FCI:	48.98%
Energy Budget:	\$0
Suitability Budget:	\$2,855,700
Total RSLI:	10%
Total CFI:	59.0%
Condition Score: (60%)	3.53
Energy Score: (0%)	2.19
Suitability Score: (40%)	4.33
School Score:	3.85



POUDRE R-1 - MS HS Dust Collection Systems - Lincoln JHS - 1974*

School Name: Lincoln JHS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	106,754
Replacement Value:	\$32,478,449
Condition Budget:	\$22,693,873
Total FCI:	69.87%
Energy Budget:	\$37,364
Suitability Budget:	\$8,952,200
Total RSLI:	8%
Total CFI:	97.6%
Condition Score: (60%)	3.27
Energy Score: (0%)	1.67
Suitability Score: (40%)	4.05
School Score:	3.58



*2009 Assessment Data

● **Facilities Impacted by this Grant Application** ●

POUDRE R-1 - MS HS Dust Collection Systems - Poudre HS - 1962*

School Name: Poudre HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	274,071
Replacement Value:	\$87,778,039
Condition Budget:	\$46,541,846
Total FCI:	53.02%
Energy Budget:	\$95,925
Suitability Budget:	\$14,550,500
Total RSLI:	7%
Total CFI:	69.7%
Condition Score: (60%)	3.27
Energy Score: (0%)	2.40
Suitability Score: (40%)	4.43
School Score:	3.73



POUDRE R-1 - MS HS Dust Collection Systems - Preston JHS - 1994*

School Name: Preston JHS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	127,966
Replacement Value:	\$37,935,362
Condition Budget:	\$11,301,910
Total FCI:	29.79%
Energy Budget:	\$0
Suitability Budget:	\$5,081,400
Total RSLI:	27%
Total CFI:	43.2%
Condition Score: (60%)	3.95
Energy Score: (0%)	2.81
Suitability Score: (40%)	4.49
School Score:	4.17



POUDRE R-1 - MS HS Dust Collection Systems - Rocky Mountain HS - 1973*

School Name: Rocky Mtn HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	291,858
Replacement Value:	\$85,290,230
Condition Budget:	\$45,821,944
Total FCI:	53.72%
Energy Budget:	\$0
Suitability Budget:	\$3,102,900
Total RSLI:	17%
Total CFI:	57.4%
Condition Score: (60%)	3.64
Energy Score: (0%)	1.98
Suitability Score: (40%)	4.75
School Score:	4.08



*2009 Assessment Data

● **Facilities Impacted by this Grant Application** ●

POUDRE R-1 - MS HS Dust Collection Systems - Webber JHS - 1990*

School Name: Webber JHS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	122,787
Replacement Value:	\$34,458,056
Condition Budget:	\$15,072,187
Total FCI:	43.74%
Energy Budget:	\$0
Suitability Budget:	\$2,114,600
Total RSLI:	21%
Total CFI:	49.9%
Condition Score: (60%)	3.61
Energy Score: (0%)	2.40
Suitability Score: (40%)	4.75
School Score:	4.06



POUDRE R-1 - MS HS Dust Collection Systems - Wellington JHS - 1993*

School Name: Wellington JHS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	55,984
Replacement Value:	\$16,338,980
Condition Budget:	\$7,720,318
Total FCI:	47.25%
Energy Budget:	\$0
Suitability Budget:	\$2,743,500
Total RSLI:	16%
Total CFI:	64.0%
Condition Score: (60%)	3.25
Energy Score: (0%)	2.50
Suitability Score: (40%)	4.25
School Score:	3.65



*2009 Assessment Data

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: POUDRE R-1

County: LARIMER

Project Title: MS HS Dust Collection Systems

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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input checked="" type="checkbox"/> Other Dust Collection system replacements and repairs |

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

Poudre School District is a mid-sized, suburban school district located in Larimer County, 55 miles north of Denver and stretching west to the Continental Divide and north to the Wyoming Border. PSD's large geographic area encompasses 1856 square miles, about one and one-half times the size of Rhode Island. Students attend 50 Pre-K-12 school sites, with the majority located in the City of Fort Collins, which has a population of 177,000. Schools are also located in neighboring towns of Wellington, Laporte, Livermore, Timnath, Stove Prairie, and Red Feather Lakes. Over 31% of PSD's student population qualifies for free or reduced lunch benefits and 27% are ethnic minorities. PSD's current student enrollment is 30,019.

Poudre School District has four District Ends that guide its work with students: Foundations for Success, Success in a Changing World, Above and Beyond, and Connections. Each End gives the district the focus and direction it needs to support students. Each End has sub-components that describe the way that End is interpreted and then benchmarks to measure the progress of the district toward attaining those Ends. They are formed around the PSD vision: Poudre School District exists to support and inspire every child to think, to learn, to care and to graduate prepared to be successful in a changing world. PSD places a special emphasis on increasing graduation rates and preparing students for post-secondary opportunities. Courses in career and technical education, taught at the 14 schools included in this proposal, play a very important role in training students for careers in industrial and technical trades.

Having safe and clean facilities for student learning is paramount in helping PSD's students succeed. When equipment in career and technical education classrooms is not working properly or is not operative, it significantly changes the way instructional is delivered and impacts the opportunities for PSD students to learn skills that will make them post-secondary ready and immediately employable.

PSD's Facility Services is responsible for the coordination of maintenance and repairs at all school sites and district buildings. The Department maintains over 4 million square feet in 73 district buildings sitting on 965 acres. This includes 31 elementary schools, 10 middle schools, 7 high schools, 1 district stadium, 3 other alternative school sites, 33 portable classrooms, and 26 other structures that house administrative and support functions, including transportation structures. The Department also maintains 342 acres of irrigated turf. Departments under Facilities leadership include Building Maintenance, Custodial Services, Outdoor Services, Utilities and Resource Management, and the Customer Support Center. Facility Services operates at an optimal level of efficiency and effectiveness so that all schools and support sites are maintained at a functional, comfortable level, promoting a safe and healthy environment for students and staff.

Deficiencies Associated with this Project:

The need to replace dust collection systems in Poudre School District technical education classrooms is first and foremost a health and safety issue. The lack of useable systems in some sites also creates inequity in learning. The existing equipment in

BEST FY2018-19 GRANT APPLICATION SUMMARIES

the 14 middle and high schools is either undersized, inadequate for the dust produced, not code compliant, out of service and in need of repair, or non-existent. The dust created is not only potentially harmful to student health, but also creates situations where student vision may be lessened while operating saws, drills and other potentially hazardous tools. The noise created by some of the existing systems makes it exceptionally difficult for students to hear teacher instructions as they work, as well as for teachers to hear the needs of their students. The dust levels and the noise levels are significant in classrooms where the square footage of the "wood shop" area of the technical education classroom is small. With 12 year old students (6th graders) crowded in a small space (average of 30 students in 1300 square feet) with limited vision due to dust, coupled with loud dust collectors and loud power tools, there is definitely a hazardous situation in most middle schools. Principals do not want to choose between providing the technical training our students need to secure jobs in the workforce after graduation with day-to-day safety in the woods laboratory. PSD is interested in every student pursuing their passion and is committed to providing choices for students to find their areas of interest in the future.

Proposed Solution to Address the Deficiencies Stated Above:

Each dust collection system that is repairable was carefully reviewed and a solution proposed to address its deficiencies. Poudre School District used the BidNet system (RFP #17-701-005) to receive bids for the Dust Collection System project, but only received one hard bid response from AirPro, Inc. and that bid included suggested repairs and also replacements that need to be made at each site. Some of these repairs will include new duct work, ambient collector relocations, and silencer installations. Equipment will be upsized (25%), providing more efficient dust removal. At six sites, systems will be fully replaced by new dust collectors and blowers. When presented with the bid information, Poudre School District opted to chose replacement systems in some cases so that the improvements will provide a longer life cycle rather than just a quick fix to improve a situation for the short-term. PSD is making new strides to increase our technical education programs, providing more opportunities for students in grades 6th-12th.

How Urgent is this Project?

One middle school (Leshler) has no dust collection system and operates with a central-vac alternative purchased by their principal. The system at Kinard Middle School is completely out of service, thus students are unable to complete any tasks in the woods area of the school's technical education classroom. Lincoln Middle School's students create projects from every day materials like straws and tongue depressors rather than having a lab where they create with authentic building materials. Five of the 14 schools systems do not have adequate volume for the classroom space. Duct work is undersized for some existing systems, creating back up in the pipes. Of the 14 systems proposed in this application, 10 are not code compliant and have exceeded the life cycle for such equipment. If this project is not funded, only two schools will receive system replacements through 2016 Bond funds, and those funds are currently tied up in litigation and likely not available until 2019. The additional 12 systems will be replaced as additional funding is found through department savings or through site budgets. It is highly likely that a few more systems will fail, resulting in students unable to use any materials that create dust due to the potential of unsafe breathing conditions. With a strong desire to continue to create post-secondary careers in trade occupations for students, there is urgency on the part of Poudre School District to make repairs that will directly impact student interests in high need career areas.

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?

Poudre School District Facilities Department budget and individual school site budgets are used to provide maintenance of all building systems. The District has a long range plan for such maintenance, with a matrix that defines priorities and projected life cycles of each system once they are purchased or replaced. This plan includes industry best practice life cycle timelines for staff to perform regular assessment of the condition of the equipment.

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 included in this proposal were constructed as public school facilities

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Capital Projects within the last three years: Blevins MS: carpet replacement, phone lines, Everest cylinders, expansion tanks, Glycol feeder valves, screen doors on kitchens, restroom compliance, flooring repairs, asphalt repairs, concrete repairs, tree trimming and removal, phone lines, CO2 sensors; Boltz MS: hail damage repair; Everest cylinders, expansion tanks, Glycol feeder valves, screen doors on kitchens, restroom compliance, fire alarm horns & strobes, phone lines, flooring repairs, asphalt repairs, concrete repairs, tree trimming and removal, CO2 sensors; Cache La Poudre MS: asbestos abatement for carpet install, phone lines, ceiling paint, locker room upgrades, carpet install, Everest cylinders, expansion tanks, Glycol feeder valves, screen doors on kitchen, restroom compliance, flooring repairs, asphalt repairs, concrete repairs, tree trimming and removal, CO2 sensors; Centennial HS: whole building exhaust fan design, phone lines, Everest cylinders, expansion tanks, Glycol feeder valves, screen doors on kitchen, restroom compliance, phone lines, flooring repairs, asphalt repairs, concrete repairs, tree trimming and removal, CO2 sensors; Fort Collins HS: ADA improvements, flashing on window replacements, technical education wall installed, Everest cylinders, expansion tanks, Glycol feeder valves, screen doors on kitchen, restroom compliance, flooring repairs, asphalt repairs, concrete repairs, tree trimming and removal, CO2 sensors, exterior ladder, safety railing; Fossil Ridge HS: Video camera installation and track resurfacing, phone lines, smoke damper operators, gates on stadium, replace water heaters, Everest cylinders, expansion tanks, Glycol feeder valves, screen doors on kitchen, restroom compliance, flooring repairs, asphalt repairs, concrete repairs, tree trimming and removal, CO2 sensors; Kinard MS: fencing, Everest cylinders, expansion tanks, Glycol feeder valves, screen doors on kitchen, restroom compliance, flooring repairs, asphalt repairs, concrete repairs, tree trimming and removal, CO2 sensors; Leshar MS: Everest cylinders, expansion tanks, Glycol feeder valves, screen doors on kitchens, restroom compliance, flooring repairs, asphalt repairs, concrete repairs, sidewalk and patio repairs, tree trimming and removal, CO2 sensors; Lincoln MS: Trash enclosure, marquee sign installation, interior painting, wood shop cabinetry, benches and trash containers outdoors, modular asbestos abatement, remove carpet on walls, Everest cylinders, expansion tanks, Glycol feeder valves, screen doors on kitchens, restroom compliance, flooring repairs, asphalt repairs, concrete repairs, tree trimming and removal, CO2 sensors; Poudre HS: Habitat trades program space, re-keying building, landscaping, time-out room renovation, gym floor replacement, entry door replacement, Everest cylinders, expansion tanks, Glycol feeder valves, screen doors on kitchen, restroom compliance, flooring repairs, asphalt repairs, concrete repairs, tree trimming and removal, CO2 sensors; Preston MS: Everest cylinders, expansion tanks, Glycol feeder valves, screen doors on kitchen, restroom compliance, flooring repairs, asphalt repairs, concrete repairs, tree trimming and removal, CO2 sensors; Rocky Mountain HS: polished concrete, traffic island, trash enclosure, backstop and fencing, classroom conversion, Tech Ed LED installation, Everest cylinders, expansion tanks, Glycol feeder valves, screen doors on kitchen, restroom compliance, flooring repairs, asphalt repairs, concrete repairs, tree trimming and removal, CO2 sensors; Webber MS: restroom partitions, media center doors, pull station replacement, Everest cylinders, expansion tanks, Glycol feeder valves, screen doors on kitchen, restroom compliance, flooring repairs, asphalt repairs, concrete repairs, tree trimming and removal, CO2 sensors; Wellington MS: Locker, wind turbine cage, Everest cylinders, expansion tanks, Glycol feeder valves, screen doors on kitchen, restroom compliance, flooring repairs, asphalt repairs, concrete repairs, tree trimming and removal, CO2 sensors.

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

Poudre School District passed a Bond election in 2016 to begin to make changes to deficient areas in technical education classrooms; however the changes would only impact approximately 2 schools per year. This bond is currently tied up in litigation and funds for the 2 schools may not be available until 2019. The Career and Technical Education Coordinator is offering CTE funding as match for the BEST grant so that programs that are vital to students can be safely and effectively offered at all school sites, providing equitable experiences for all students. CTE has offered a portion of these dollars due to the immediate need to improve technical education in the district.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Poudre School District has an established capital projects program to address the needs of all district facilities based on priority need. Facility Services is allotted \$623,000 per year for these projects, equaling approximately \$180 per FTE.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Current Grant Request:	\$130,885.12	CDE Minimum Match %:	68
Current Applicant Match:	\$278,130.88	Actual Match % Provided:	68
Current Project Request:	\$409,016.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Career and Technical Act funds
Future Grant Requests:	\$0.00	Escalation %:	0
Total of All Phases:	\$409,016.00	Construction Contingency %:	0
Affected Sq Ft:	33,196	Owner Contingency %:	0
Affected Pupils:	13,999	Historical Register?	No
Cost Per Sq Ft:	\$12.32	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$0.00	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$12.32	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$29.22	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	116	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	27,752	Bonded Debt Approved:	\$495,000,000
Assessed Valuation:	\$3,261,486,136	Year(s) Bond Approved:	10, 16
PPAV:	\$117,525	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$10,262,358	Year(s) Bond Failed:	
Median Household Income:	\$60,334	Outstanding Bonded Debt:	\$203,955,000
Free Reduced Lunch %:	29.8%	Total Bond Capacity:	\$652,297,227
Existing Bond Mill Levy:	13.069	Bond Capacity Remaining:	\$448,342,227
3yr Avg OMFAC/Pupil:	\$1,336.13		

● Facilities Impacted by this Grant Application ●

THOMPSON R2-J - District-Wide Classroom Projection Technology - BF Kitchen ES - 1969*

School Name: BF Kitchen ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	56,300
Replacement Value:	\$14,636,674
Condition Budget:	\$9,410,200
Total FCI:	64.29%
Energy Budget:	\$0
Suitability Budget:	\$3,680,200
Total RSLI:	7%
Total CFI:	89.4%
Condition Score: (60%)	3.06
Energy Score: (0%)	2.50
Suitability Score: (40%)	3.92
School Score:	3.40



THOMPSON R2-J - District-Wide Classroom Projection Technology - Berthoud ES - 1962*

School Name: Berthoud ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	58,300
Replacement Value:	\$15,639,939
Condition Budget:	\$9,437,587
Total FCI:	60.34%
Energy Budget:	\$0
Suitability Budget:	\$2,262,000
Total RSLI:	8%
Total CFI:	74.8%
Condition Score: (60%)	2.94
Energy Score: (0%)	2.50
Suitability Score: (40%)	4.59
School Score:	3.60



THOMPSON R2-J - District-Wide Classroom Projection Technology - Big Thompson ES - 1916*

School Name: Big Thompson ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	32,400
Replacement Value:	\$8,210,195
Condition Budget:	\$4,314,440
Total FCI:	52.55%
Energy Budget:	\$11,340
Suitability Budget:	\$1,484,000
Total RSLI:	9%
Total CFI:	70.8%
Condition Score: (60%)	2.79
Energy Score: (0%)	1.88
Suitability Score: (40%)	3.93
School Score:	3.25



*2009 Assessment Data

● Facilities Impacted by this Grant Application ●

THOMPSON R2-J - District-Wide Classroom Projection Technology - Carrie Martin ES - 1980*

School Name: Carrie Martin ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	33,600
Replacement Value:	\$9,018,528
Condition Budget:	\$4,974,669
Total FCI:	55.16%
Energy Budget:	\$0
Suitability Budget:	\$1,762,400
Total RSLI:	8%
Total CFI:	74.7%
Condition Score: (60%)	3.11
Energy Score: (0%)	2.19
Suitability Score: (40%)	3.98
School Score:	3.46



THOMPSON R2-J - District-Wide Classroom Projection Technology - Garfield ES - 1953*

School Name: Garfield ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	38,700
Replacement Value:	\$10,344,722
Condition Budget:	\$6,340,503
Total FCI:	61.29%
Energy Budget:	\$13,545
Suitability Budget:	\$2,069,100
Total RSLI:	10%
Total CFI:	81.4%
Condition Score: (60%)	3.16
Energy Score: (0%)	2.19
Suitability Score: (40%)	3.96
School Score:	3.48



THOMPSON R2-J - District-Wide Classroom Projection Technology - Ivy Stockwell ES - 1975*

School Name: Ivy Stockwell ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	41,965
Replacement Value:	\$11,216,848
Condition Budget:	\$6,300,359
Total FCI:	56.17%
Energy Budget:	\$0
Suitability Budget:	\$1,586,700
Total RSLI:	13%
Total CFI:	70.3%
Condition Score: (60%)	3.16
Energy Score: (0%)	2.29
Suitability Score: (40%)	4.04
School Score:	3.51



*2009 Assessment Data

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: THOMPSON R2-J

County: LARIMER

Project Title: District-Wide Classroom Projection Technology

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 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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Thompson serves more than 16,300 students pre-K through 12 in the communities of Loveland and Berthoud in Larimer County, Colorado. The 21 elementary schools feed into six middle and four high schools, with a 5th alternative high school. The district provides an online program K-12 and has two charter schools, one K-12 and one K-8. The district also serves 600 preschoolers through the Early Childhood Program, composed of Head Start, special education and the Colorado Preschool Program.

The Thompson School District's Innovative Technology Services Department supports technology tools used in a curriculum of blended standards, content, exploration and pathways, assessments, and a menu of appropriate instructional resources that support robust learning in our 21st Century world.

Deficiencies Associated with this Project:

A recently tabulated estimate was done to determine what it would cost to bring the district up to modern standards in all seven of these areas. The cost was estimated to be about 5.9 million dollars. The district has/is attempting to find ways to partially fund their need for upgraded technology including a Bond and Mill campaign in 2016 that was unfortunately defeated. The district also applies for all available eRate discounts for technology infrastructure through the Federal Communications Commission. Local foundations such as the Thompson Education Foundation, Loveland Rotary, and Berthoud Schools Fund help support TSD by donating student devices in many schools.

One of the technologies that has been very challenging to fund is classroom projection systems. The district recently funded internal Innovation Grants for Winona and Monroe elementary schools at about \$175,000. These schools were designated as "innovative schools" by the Colorado Department of Education under the 2008 act. A portion of this funding paid for a pilot project to replace the classroom projection systems in Winona Elementary School with newer systems that are economical and pedagogically effective. The district's Innovative Technology Services department tested the systems and deployed them to the school with two training sessions, one technical and one pedagogical. TSD needs to update many classrooms throughout its 31 schools with this successful system.

Most TSD schools have over 10-year-old classroom projection systems. Many of which are antiquated Promethean Boards or old projector/VCR cart stations. Technical support has kept these systems running as long as possible. At this point, spare parts are hard to find and expensive. New Promethean Boards are about \$3,500 to install and bulbs burn out on the projectors on a regular basis at about \$350-\$450 each to replace. The new system installed at Winona Elementary School is much better and less labor intensive.

Proposed Solution to Address the Deficiencies Stated Above:

The modern classroom projection systems that TSD would like to use to replace all obsolete projection technologies in classrooms consists of a 64-inch Samsung Smart TV, Wall or Mobile Mount, Stick PC, HDMI Cable, and Mirroring360 Software. The TVs are bright with 4K high definition. They last many years without any needed maintenance like burned out bulbs. The

BEST FY2018-19 GRANT APPLICATION SUMMARIES

stick PC is very small and mounts on the back of the TV in one of its HDMI ports. Its purpose is to continually broadcast Airserver software. This allows any device that can connect to WiFi, to display on the TV up to four tiled screens at a time. This helps the teacher fluidly teach the class since getting on the TV just takes two clicks and the entering of a four-digit number flashed up on the TV. The teacher can quickly guide students in showing their work, providing feedback, and modeling instruction. The system can be wall mounted or mobile mounted on a sturdy wheeled stand. The final component is a long HDMI cable as a backup connection in case the network is unavailable or for very high bandwidth needs such as HD movies. The district provides installation and trainers for the technical and pedagogical aspects of using the system. Each five-piece system costs less than \$1,500 in equipment. Other costs include district installation labor and trainers.

The cost to outfit all TSD classrooms with this system is beyond our available budget. TSD can commit \$77,390.16 in equipment costs (includes 3% of escalation) and \$4,800 in labor/training costs for a total of \$82190.16. With 28% from BEST Grant matching funds of \$31,962.84, the total project cost is \$114,153.00 to outfit 72 classrooms in six elementary schools (Berthoud, B.F. Kitchen, Big Thompson, Carrie Martin, Garfield, and Ivy Stockwell). The best functional projectors would be repurposed as replacements in the other TSD schools that are not part of this project.

How Urgent is this Project?

The replacement of classroom projection systems is one of the seven categories of technology that the district must find a way to modernize. Replacing classroom projection systems is a vital component of the overall plan TSD has to modernize technology to improve district services, business services, and classroom instruction.

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 mounting of the TVs are done to code. The electrical and WiFi connections are also done to code where applicable.

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

The plan for maintaining technology within the school district includes Thompson School District General Fund budget priority, future passage of Mill Levy, accessing other Technology Grants and continuing to pursue in-kind technology donations and partnerships where possible. This grant will help modernize the district's classroom projection systems so that TSD can use its Technology budget to maintain them going forward. The systems were chosen for their durability and low maintenance.

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:

Multiple schools within the 31 schools in TSD have antiquated and malfunctioning classroom projection systems that are over 10 years old.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The district's technology budget covers all areas of technology including classroom projection. Emergency replacement systems have been installed but the A/V budget has not been able to keep up with the need, especially with other technology needs such as security and teacher computers. The district attempted to pass a Bond and Mill Levy in 2016 but it was defeated.

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

Outside of the BEST grant, we have tried to find funding within the TSD General Fund, pursued a handful on smaller technology grants, worked with partners on in-kind donations, and used the Federal Commission E-rate program to find low-cost solutions where possible.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

To address the technology needs for the Thompson School District, each department submits their budget to Business Services at beginning of the calendar year. Business Services compiles information and send on to the Superintendent who in

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part reviews and send on to Cabinet for reviews and prioritization. Once complete with recommendation it is given to the Board of Directors for final discussion and approval,

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

While we do not have these figures, we fully anticipate some cost savings as we implement more energy efficient technology.

Current Grant Request:	\$30,618.84	CDE Minimum Match %:	72
Current Applicant Match:	\$78,734.16	Actual Match % Provided:	72
Current Project Request:	\$109,353.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	General Fund/ITS budget
Future Grant Requests:	\$0.00	Escalation %:	3
Total of All Phases:	\$109,353.00	Construction Contingency %:	0
Affected Sq Ft:	792	Owner Contingency %:	0
Affected Pupils:	1,786	Historical Register?	No
Cost Per Sq Ft:	\$138.07	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$61.23	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$0.00	Is a Master Plan Complete?	No
Cost Per Pupil:	\$61.23	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	28	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	14,988	Bonded Debt Approved:	
Assessed Valuation:	\$1,810,305,577	Year(s) Bond Approved:	
PPAV:	\$120,784	Bonded Debt Failed:	\$288,000,000
Unreserved Gen Fund 16-17:	\$20,450,688	Year(s) Bond Failed:	16
Median Household Income:	\$65,875	Outstanding Bonded Debt:	\$89,085,000
Free Reduced Lunch %:	39.3%	Total Bond Capacity:	\$362,061,115
Existing Bond Mill Levy:	6.852	Bond Capacity Remaining:	\$272,976,115
3yr Avg OMFAC/Pupil:	\$1,257.82		

● **Facilities Impacted by this Grant Application** ●

TRINIDAD 1 - Trinidad Middle School Renovation - Trinidad MS - 1909

District:	Auditor - Trinidad 1
School Name:	Trinidad MS
Gross Area (SF):	118,580
Number of Buildings:	1
Replacement Value:	\$28,645,748
Condition Budget:	\$14,924,908
Total FCI:	0.52
Adequacy Index:	0.32



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,793,092	\$3,872,055	1.02
Equipment and Furnishings	\$352,485	\$364,083	1.03
Exterior Enclosure	\$6,354,070	\$3,205,323	0.50
Fire Protection	\$954,528	\$291,069	0.30
Furnishings	\$192,997	\$0	0.00
HVAC System	\$3,944,290	\$3,354,493	0.85
Interior Construction and Conveyance	\$6,120,333	\$1,678,882	0.27
Plumbing System	\$1,935,211	\$1,678,265	0.87
Site	\$1,515,850	\$1,056,466	0.70
Structure	\$3,482,894	\$236,197	0.07
Overall - Total	\$28,645,748	\$15,736,833	0.55

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Applicant Name: TRINIDAD 1

County: LAS ANIMAS

Project Title: Trinidad Middle School Renovation

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 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 type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | <input checked="" type="checkbox"/> Other Structural/Masonry |

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

OVERVIEW

The Trinidad School District is the oldest school district in the State of Colorado. It was established in 1866, ten years before Colorado was granted Statehood. Between the years of 1872 to 1932, the Trinidad School District 1 was just one among the 131 other school districts in Las Animas County. Despite the breadth of other school districts in Colorado, Trinidad School District 1 was the first school district in the state of Colorado to be accredited by the North Central Association of Secondary Schools. At present, the district has one elementary school housing grades K-1, one elementary school housing grades 2-5, one middle school housing grades 6-8, and one high school housing grades 9 -12, with a total enrollment of 1026 students.

The district also operates a districtwide transportation system for student pickup and return as well as to transport students to sports activities and other school-to-school competitive competitions.

MISSION STATEMENT

Trinidad School District will provide all students with a comprehensive system of support, a safe learning environment, and the opportunity to reach his/her academic and leadership potential as determined by state and national standards.

ACADEMICS AND EDUCATIONAL PROGRAMMING

Trinidad School District helps K-12 students to develop life skills relevant to their community as well as their world. The district prepares students to enjoy and excel in academics, arts, and extracurricular activities while recognizing their civic responsibilities. Along with providing a well-rounded and diverse education, the district provides the support needed for each student to reach his or her highest academic, social, and leadership potential.

AFFECTED FACILITIES

This BEST grant focuses on the Trinidad Middle School building because conditions within the building are incompatible with the district's and the state's mission to provide all students with safe, healthy learning environments where they can reach their academic and leadership potentials. The Trinidad Middle School building is plagued by aging infrastructure and is in need of significant renovations to ensure that its students have a learning environment that propels them towards success while keeping them healthy, safe, and comfortable.

MAINTENANCE PROGRAMS

This district employs a staff of two persons to perform maintenance on all facilities (6 distinct buildings). The district also employs nine full time custodians for general upkeep of all facilities and to support overall maintenance efforts.

The duties of the maintenance staff include:

- 1) Performing routine maintenance on the interior and exterior of each building.
- 2) Assisting the Food Service Department by transporting food stuffs to each school following delivery at the main location.

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- 3) Maintaining athletic facilities (gymnasiums at each school) and a district football/track stadium and preparing facilities for athletic events.
- 4) Performing all grounds maintenance including summer mowing of grass areas and snow removal at each school campus.

The district operates on a "Work Order/Request for Supplies Needed" system. Under this system, building administrators initiate a request for specific work and/or request replenishment of supplies. This procedure assures timely response and control of supplies. A recording system is utilized for inventory control and the tracking of supplies purchased and utilized.

The district also manages an annual equipment and facility maintenance program that includes: 1) servicing of HVAC systems including changing out of filters, 2) replacement of belts, etc. and 3) a thorough inspection prior to the initiation of each unit in accordance with manufacturers' recommendations.

Deficiencies Associated with this Project:

The deficiencies and subsequent solutions outlined in this application represent the current challenges and the future vision for the renovation of one of the most iconic buildings in historic Trinidad, CO. Trinidad School District #1 began within this 1911 building, and we are certain that with holistic improvements, it will continue to be the cornerstone of our educational purpose for the next century to come.

Trinidad Middle School is a historically significant facility to the district and community. However, it needs a comprehensive renovation to meet the educational needs of its current and future attendees.

I. RELEVANT HEALTH ISSUES

1) INDOOR AIR QUALITY MEASUREMENTS

As part of our application development, carbon dioxide (CO₂) sensors were placed in various classrooms around the Middle School to get samples to measure the current air quality in this building. The sensors were placed in four (4) rooms and recorded CO₂ levels every 15 minutes from December 11th, 2017 to January 3rd, 2018.

CO₂ concentrations are measured in parts per million (PPM)—that is the number of CO₂ molecules that are found in one million molecules of air. CO₂ concentration levels that match outdoor conditions are the lowest that should be possible in an indoor space, and this is typically around 450 PPM.

Normally, concentrations of CO₂ at or below 600 PPM are considered good indoor air quality. The maximum allowed concentration of CO₂ that can be designed for supplying ventilation air according to OSHA and ASHRAE standards is 1,000 PPM. At concentrations above this level, building occupants begin to experience decreased levels of performance, concentration, and productivity and temporary physical symptoms such as headaches, drowsiness, and eye or throat irritation which should resolve quickly after being removed from the exposure.

The peak CO₂ levels recorded in the sample rooms at Trinidad Middle School were:

Room 117: 763 PPM

Room 217: 931 PPM

Room 224: 2056 PPM

Room 227: 1162 PPM

The results demonstrate that the majority of the 1911 portion of the Middle School is not receiving adequate levels of ventilation air to maintain acceptable indoor air quality levels (within OSHA and ASHRAE standards) on almost every day that the building is occupied.

No classrooms have mechanical ventilation, and, to make matters worse, the windows we rely on for outdoor air do not often operate properly. Consequently, most classrooms are not receiving the code-required amount of fresh air and indoor air

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quality is suffering.

For the higher floors of the 1911 portion of the building, the only method for improving indoor air quality is to open windows on the southeast side of the building and then turn on large, louvered ventilation fans that are located on the northwest side of the building to exchange the air. This is not an ideal solution because this procedure is only possible when the building is unoccupied and outdoor conditions are adequate.

The rooms with CO2 concentrations that are close to or within acceptable standards are rooms whose teachers are able to get their windows open (even when outside temperatures are not favorable to having them open). Conversely, rooms with teachers who are more sensitive to the discomfort from outside air temperature, and do not open windows are the rooms that have notably worse air quality measurements.

Relying on operable windows (which are largely inoperable throughout the building) and the discretion of individual room occupants who can be sensitive to thermal discomfort to supply fresh ventilation air is not sufficient to ensure that all occupants are receiving appropriate levels of ventilation air.

Improving ventilation in the classrooms is a significant health concern throughout the Middle School and should be remedied as soon as possible.

2) NO MECHANICAL VENTILATION OR COOLING

Trinidad Middle School does not have cooling, mechanical ventilation, or effective automation or control. The absence of cooling in the Middle School is the primary source of thermal comfort issues, and it makes the building very uncomfortable for all occupants. When students and teachers are uncomfortable, relative to standards of expected comfort conditions, their performance suffers.

As previously mentioned, classrooms have no mechanical ventilation nor are they receiving the code-required amount of fresh air. Poor air quality is a major concern in these classrooms, and it is imperative to bring the school up to modern comfort and indoor air quality standards.

The Middle School is served by a number of different heating-only systems, each varying in vintage, and each with their own set of deficiencies. A summary of each system, and the area of the building they serve, is provided below.

The original 1911 building, and the location of a majority of classrooms, is served by hot water baseboard convectors located around the perimeter walls. It is largely ineffective. The mechanical room providing hot water to this area is located adjacent to the 1993 gym, and contains low-efficiency atmospheric hot water boilers. These boilers serve almost the entirety of the Middle School, and at 24 years old, the boilers are nearing the end of their ASRAHE recommend lifespan of 25 years and are due to be retired or replaced.

The 1922 auditorium is conditioned by a large rooftop furnace that was installed in 1993. At 23 years old, it is long past its ASHRAE recommended lifespan of 15-years and is due to be replaced. This unit does not provide cooling, making the space very uncomfortable during shows when it is full of spectators and the high-powered stage lights are on. In addition, the 1993 rooftop furnace is not designed to supply adequate outside air to the space when the auditorium is full, which means that indoor air quality can degrade rapidly during a performance.

The 1964 addition, formerly Park Street Elementary, is conditioned by hot water baseboard convectors installed in 1993. It also does not have cooling and relies on problematic windows for ventilation air.

The 1993 addition includes a gymnasium and cafeteria that are conditioned by large rooftop furnaces installed in 1993. The classrooms in this area utilize hot water cabinet heaters and fan coil units and are also subject to the cooling, ventilation, and control problems that plague the rest of the facility.

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A Johnson Controls system was installed during the 1993 renovation, but it is out-of-date, and the maintenance staff cannot access it. As a result, all heating equipment operates 24/7 during the winter and is still consistently ineffective.

3) FAILING WINDOWS (RELATED TO VENTILATION AIR & THERMAL COMFORT)

The windows in the 1911 and 1922 areas were replaced approximately 25 years ago, with aluminum framed double-pane glass. Despite their age and relatively modern specifications, they have become a continuous source of maintenance issues, including general inoperability, air and water infiltration, and perpetual maintenance costs. Unfortunately, they are also the only current source of outdoor air ventilation.

The windows were replaced with low-quality stock window sizes, with the original window openings being framed in to accommodate the slightly smaller window size. These spaces around the windows are not properly sealed or insulated, resulting in significant air infiltration, and subpar thermal performance. Many of the windows cannot lock open, and must be propped open (commonly with a stack of books) when the students and teachers are fighting the ineffective HVAC system, or if they require fresh air ventilation.

The 1964 addition of classrooms has original single-pane aluminum framed windows below a large areas of glass block along the exterior walls. Although great for natural light, the glass block and single paned windows are the additional contributors to the lack of thermal comfort in the spaces.

4) HAZARDOUS MATERIALS

ACM can be found (or is suspected) in many instances throughout most portions of the Middle School, specifically in the following items and locations:

1. The corrugated pipe insulation on the old low-pressure steam piping throughout the 1911 and 1922 portions of the building.
2. The debris and contaminated soil in the crawlspaces beneath the 1911 and 1922 portions of the building.
3. The cement board in the fume hood in room 219.
4. The white, woven electrical wiring insulation on the stored stage lights in the prop room of the auditorium.
5. The acoustical plaster on the ceilings and walls throughout much of the 1964 addition.
6. The 12-inch by 12-inch floor tiles in the restrooms of the 1964 addition.
7. The 9-inch by 9-inch floor tiles throughout much of the 1964 addition, where it is exposed in some cases and under carpet in others.
8. The reflector paper in the light fixtures of the North entryway, restrooms, and principal's room of the 1964 addition.
9. The gypsum wallboard of the walls and ceilings throughout much of the 1964 addition.
10. The cement panels on the exterior, above the windows, on the east side of the 1964 addition.

II. SAFETY, SECURITY & ACCESSIBILITY CONCERNS

1) SECURED ENTRY & MONITORING CONCERNS

The main entrance to Trinidad Middle School is located at the lower level of the 1911 portion of the building. It utilizes a locked double entry door, which is controlled from the reception desk in the school office. The office is located across a main corridor from the entry door, with no direct visual control of the entry. Once the door is unlocked, the visitor is admitted into a main corridor of the building with unrestricted access to the entire building.

The need for a secured (enclosed) vestibule with a security camera, and a direct, secure pass through window into the school office is of the highest priority for the administration and staff. This would allow greater control over who enters the building, as well as provide the ability to contain someone within the vestibule if there is a threat.

There is an insufficient amount of external security cameras to provide views of all possible entry points into the building. The

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security camera system was designed for small building applications and is inadequate to meet the needs of a school building. This system is not on a dedicated computer system that would allow continuous live monitoring. The live feed from the cameras can be checked on one of the school administrator's computers and there is a DVR system that records a certain number of hours of footage that can be reviewed later.

2) EGRESS VULNERABILITY

Over time, the warping, settling, and aged hardware of the exterior doors has resulted in doors that do not properly close and secure on their own. To band-aid this issue, a majority of exterior doors are held shut with removable bars to prevent the doors from opening on their own. When the doors are opened, however, they need to be manually pulled shut to latch. The bars are left in place to prevent students from exiting through the doors and inadvertently leaving them ajar.

The inconsistent operability and the frequency of uncontrolled access of the exterior doors creates a serious security vulnerability, severely inhibits egress in case of an emergency, and violates the fire code.

3) FIRE PROTECTION DEFICIENCIES

There is currently a wet pipe fire suppression system that was installed in the 1911 and 1922 portions of the building only. There is a dry pipe system in the unconditioned attic of the 1911 building, however, the dry valve is broken and the system cannot be relied on for fire protection.

At one time there were smoke evacuation vents on the roof above the stage, but they have since been covered over by the roofing system. It is unknown if the system would still function if the vents were uncovered. The roof vents should be uncovered to test the functionality of the system. If the vents no longer function, then the system should be replaced.

The current fire alarm system throughout the building consists of buzzers and strobes. The 1922 gym, adjacent locker rooms, and former pool room are missing detectors, T-pulls, alarms, or fire extinguishers. It is assumed that the former band room above the pool (which has been abandoned) is missing these items as well.

At a minimum, the alarm system should be extended to the 1922 Gym area and extinguishers should be added to this part of the building to comply with safety codes. If possible, the entire building should be brought up to modern standards by adding voice evacuation to the fire alarm system.

6) ADA ACCESSIBILITY NON-COMPLIANCE

There are several elements throughout the building that pose an accessibility challenge or safety hazard. Over the years, proactive efforts have been made to provide accessible restrooms throughout the building, including newer fixtures and larger stalls, however, the restrooms in the building are still notably deficient from the current ADA standards and require extensive remodeling. In many cases, this includes replacing toilets, toilet partitions, grab bars, lavatories, faucets, toilet accessories, doors and door hardware, and adequate signage. Each gang restroom should be modified to provide at least a boy's and a girl's accessible stall and lavatory.

The two main stairwells in the 1911 portion of the building have insufficient height handrails and guardrails, and the ramp in the center of the building lacks sufficient handrail extension at the top and bottom of the ramp. Several interior doors throughout the building have knob type hardware, and should be replaced with ADA complaint lever type hardware. Existing interior door closers should be replaced to comply with ADA push/pull forces.

On the exterior, the south parking lot includes a pair of designated accessible parking stalls, however, the building lacks an adequately accessible route from those parking spaces into the building. There are no other accessible egress routes from the building, and all egress points either have stairs or ramps with too much slope, or insufficient handrails or guardrails.

Additional areas of refuge should be located at exit doors to allow for rescue in the event of a fire. At a minimum, a new

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accessible route, including an ADA compliant ramp should be added to the lower level entrances of the 1911 and 1964 portions of the building.

The main entrance to Trinidad Middle School has an ADA accessible push-button operator for one of the double doors, and this door is locked and entry controlled by the office staff. However, the door that can be remotely unlocked by office staff is not the door with the push-button operator. Further detail of this concerns and subsequent solutions are described in the Security Concerns section below.

III. BUILDING ENVELOPE, INFRASTRUCTURE & SITE DETERIORATION

As to be expected with a building that was constructed in the early 20th century, and a property that has been utilized to the extent our district has used the building for more than 100 years, there are a number of interior, exterior, and general site issues that are due to be addressed. The following deficiencies are not independent of each other, and one commonly affects the other, both in advancing their deterioration and properly addressing their restoration. For instance, the building's deficient foundation vapor barriers, water infiltration, poor storm water drainage, and deteriorated parking lots all interact and could be best addressed through a holistic approach to facility improvement.

1) MORTAR JOINT DETERIORATION ON EXTERIOR FAÇADE

The exterior walls of the 1911 and 1922 construction are original red brick. As can be expected of its age, some of the mortar joints have deteriorated due to weathering more than an inch back from the face of the brick. This is most evident on the lower levels where there are decorative projecting brick bands and water from the irrigations system has accelerated the deterioration.

In general, the mortar joints and brickwork appear structurally sound and exhibit weather related erosion consistent with a building of this vintage. Previous repointing campaigns appear to have closely matched the original red tint mortar. The first-floor brick has decorative projecting brick bands and the mortar joint weathering is more advanced than at the upper floors due to a combination of the projecting bands (which catch rain water) and the proximity to irrigation sprinklers at grade.

2) CORRODED WINDOW LINTELS & ERODED SANDSTONE SILLS

Steel angle lintels support the brick above window openings at the 1911 building. At several brick bearings, step cracking is present as a result of the steel lintel corroding and rust jacking forces caused by the expansion of the corroded steel within the brick walls. This is typically from corrosion of the angle, and is cracking the brick.

The condition assessment by a professional structural engineer indicates that structural integrity of the window lintels is not concern, nor do they there appear to have sever distress such as bowing or rust holes through the metal (however, the condition of the embedded portions of the angles cannot be reviewed without making exploratory openings at the bearings). If they are not addressed, over time additional corrosion of the lintels may result in reduced capacity of the lintels to support the brick above the lintels.

There are numerous stone window sills that are eroded/delaminating, primarily located on the lower level exteriors. Age and exposure of the sills is one contributor for this, but exacerbated by moisture exposure from years of nearby irrigation systems.

In general, the sandstone exhibits natural weathering consistent with its age. Natural weathering in the form of exfoliation of layers of sedimentary stone was noted. Most of the weathered areas occur at the first-floor window sills. Many of these low sills have been previously patched with a cementitious patch material that is now failing. The upper elevation sandstone appears to be better protected from the weather and is in fair to good condition, but mortar joints between the stone units is typically eroded.

3) INSUFFICIENT VAPOR BARRIER OF BELOW GRADE WALLS

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The 1911 and 1922 portions are built on concrete footings with a crawlspace under the structure. The building site slopes to the southeast, so the northwest interior wall of the lower level of the building is a concrete foundation wall with an assumed plaster parge coat applied directly over the concrete. When the building was constructed in the early 1900s, there was no visible water-proofing/vapor barrier applied to these below grade walls.

In the limited area of the crawlspace visible through an access trapdoor in one of the classrooms in the southeast corner of 1911 portion of the building, there does not appear to be any serious structural water damage to the foundation wall. There are eroded mortar joints that should be repointed. However, on all below-grade walls along the northwest side of this original building, along with the below-grade walls beneath the auditorium stage, there is extensive evidence of water infiltration and water damage of the interior plaster surfaces.

One portion of such walls on the northwest side of the first-floor computer rooms has already had some remediation performed by excavating on the outside of this wall and installing a moisture barrier. The interior of this wall also had a partial framed wall added to hide the moisture damage that had already occurred.

The top of the concrete foundation wall of the auditorium is exposed and exhibits freeze-thaw deterioration consistent with its age and exposure. No significant signs of structural deterioration or step cracks from differential settlement were observed. The surfaces of the concrete water table are craze cracking. These shallow cracks are not structurally significant at this time, but can allow additional water to enter into the concrete resulting in freeze-thaw delamination.

In many areas hard surface paving is located up against the building wall, and either slopes toward the building or does not sufficiently slope away from the building. This directs water toward the foundation wall, and exacerbates the infiltration issues on the below-grade walls.

4) DRAINAGE ISSUES CAUSING INTERIOR & EXTERIOR DAMAGE

Storm water drainage from the roof of the auditorium is directed out scuppers or partial downspouts that are not properly directed away from the building face. There is evidence of water damage in several locations from water running down the face of the brick, particularly on the southeast facade. If left untreated, this will lead to further, severe deterioration of the brick façade of this part of the building and contribute to moisture issues in the basement crawlspace.

In locations where downspouts carry water to the ground level, there is insufficient slope to carry the water away from the foundation. Roof drainage need to be reevaluated, and sufficient scuppers and downspouts should be added. Downspouts should be directed to a splash block or swale that will direct the water away from the building.

5) DILAPIDATED PARKING LOTS, SIDEWALKS & ROADS

The Middle School campus has two distinct parking lots, located at the front of the main entrance, and behind the school on the west side. Each parking lot has handicap accessible parking spots, although limited and somewhat indistinguishable. The primary access road runs along the east of the facilities and is accessible via Park Street.

Drainage around the Middle School and High School properties is a significant issue. Water runoff drains and gathers in the area between Trinidad Middle School and Trinidad High Schools, and over time has contributed to the extensive deterioration of the parking lots, sidewalks and roadways as well as the immediate areas surrounding the school. The deterioration includes severe cracking and settlement of the asphalt parking lot and drive lanes, and the concrete sidewalks. This deterioration causes a safety hazard for students and pedestrians, and compromises the accessible route to the school.

The condition on these parking lots and concrete roads are poor and overdue for a comprehensive replacement.

6) INTERIOR FLOORING & JOISTS DAMAGE

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The subfloors in several rooms on of the 1911 portion of the building show noticeable sagging, and deteriorated plywood is visible in some closets and storage rooms. The cracking and delaminating vinyl floor tiles appear to be failing due to moisture issues emanating from the crawlspace below the first floors. The crawlspace lacks a vapor barrier over its earthen floor and exhibits efflorescence on the inside face of the brick foundation walls which is a sign of water infiltration. The vinyl floor tiles are glued to an OSB floor sheathing over wood floor joists. The OSB underlayment appears to have been installed over the original diagonal board floor sheathing.

The vinyl floor tiles are relatively vapor impermeable, and it is likely that moisture from the basement level migrates to the underside of the tile and is blocked at the tiles' glue-line resulting in glue de-bonding. The cracking of the floor tiles is at approximately 4 ft. on center lines that likely align with the joints between OSB floor panels. The rigid floor tiles cannot accommodate the moisture related expansion and contraction of the OSB panels across the floor joint.

Floor tiles throughout the two higher floors of the 1911 portions of the building are failing and need replacement to a more flexible flooring system suitable for the plywood subfloors used on these stories. A limited structural review of the floor joists in the crawlspace did not encounter any significant signs of structural overstress such as sagging or fractured floor joists, but may need to be replaced if areas of water damage are found when replacing the floor tile.

The science lab storage room has a service sink used by the maintenance staff for cleaning. Years of use and spillage has caused water damage to the flooring in this location. This space also has a small concrete pad with a drain under the emergency shower, but this small pad is likely not sufficient to hold and drain the water when the shower is used. The subfloor in this area most likely needs replacement and a proper mop sink needs to be added for the maintenance staff to use to curb excessive amounts of water spills.

Lastly, the area above the light booth in the auditorium has notable water damage on some of the ceiling joists and decorative ceiling panels caused by a water leak from equipment on the roof. The joists need to be replaced to ensure integrity and the remediation any potential mold.

7) INADEQUATE ELECTRICAL DISTRIBUTION INFRASTRUCTURE

The 1964 addition utilizes the electrical system original to its construction. This system is still functioning correctly, but the electrical needs of this portion of the building have exceeded its capacity and it is due for a comprehensive upgrade.

There is a backup generator located at the northwest corner of the 1993 gym, but it only powers an emergency lighting and fire suppression system, and it usually does not work when there is a power outage. The only server room for the entire district is also located in this building, and it has no backup power other than some UPSs that cannot provide service for a sufficient length of time.

The 1911 and 1922 portions received an electrical upgrade to a modern main distribution panel, sub-panels, and wiring at the time of the 1993 renovation. The system meets modern building codes and is safe to operate, but unfortunately, many classrooms in these wings lack the appropriate number of outlets for a modern classroom.

IV. TECHNOLOGY DEFICIENCIES

Today's standards of a modern educational environment not only include providing a safe, secure, and healthy facility for all teachers and students, but also demand the opportunity for those students and teachers to have access to a minimum standard of advanced educational technology. This is another critical shortfall that the district administration recognizes, and has identified as critical to the future success of our district's students. These advancements not only make for a positive learning environment but also provide new opportunities for student engagement and interactive learning. Foundational deficiencies that need immediate attention are outlined below.

The network Independent Distribution Facility (IDF) switches in all buildings are all at least 15 years old. The two core

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switches, one in the main data center, located in the Middle School is 10 years and because of its architecture limits the addition of new Power of Ethernet (PoE) devices, especially reaching to the High School. A lack of support for PoE capability is a problem for the district because more and more devices are PoE driven such as security cameras, door locks, load speakers, and other life safety devices. Alternative methods for powering these types of devices are much more costly and laborious to implement making these measures much less feasible for the district.

Wireless connectivity is another glaring issue that needs resolution. Strong and reliable wireless should be available in every classroom with the ability to accommodate not only district owned devices, but allowing for Bring Your Own Devices, aka BOYD connectivity to visitors. Currently all connections from the Main Distribution Facility (MDF) and building level IDFs is CAT5 copper wire, limiting the speed of connectivity as well as system stability between the edge of the network and the internet and/or data center.

The district is currently utilizing a Cisco ASA 515 firewall that has reached its End of Life and End of Service. These and other issues with the current firewall leaves the district vulnerable to ever increasing cyber threats that unfortunately, exist in today's global environment. The same can be said for the existing Content Filter, which prevents access to unauthorized web sites as required by the Federal Government, and is required by law to have in place to prevent access to age inappropriate content.

Proposed Solution to Address the Deficiencies Stated Above:

I. HEALTH SOLUTIONS (INDOOR AIR QUALITY, THERMAL COMFORT, MECHANICAL & VENTILATION SYSTEM)

1) NEW HVAC SYSTEM & BUILDING AUTOMATION SYSTEM

To effectively solve the issues of lack of cooling, poor ventilation, deteriorating equipment, and on-going maintenance costs, several options for a replacement HVAC system have been considered.

Three systems – Geothermal Heat Pumps, Air-Source Variable Refrigerant Flow (VRF), and Four-Pipe Hydronic – were analyzed quantitatively, accounting for all important factors such as annual maintenance and energy cost, in addition to first cost, to provide a solid overall picture of the cost of owning and operating each system. The qualitative aspects for each system were considered to arrive at a decision for which system would best serve Trinidad County School District. More details on HVAC system life cycle cost comparison and the pros and cons of each are outlined in the FMMP.

After careful review, the district is confident that the implementation of an Air-Source Variable Refrigerant Flow (VRF) with a Dedicated Outdoor Air System (DOAS) will provide the long-term solutions to the extensive district needs.

VRF system are large-capacity, sophisticated versions of ductless multi-split air-conditioning or heat pump systems, which include multiple indoor evaporators connected to a single condensing unit containing one or multiple inverter-driven (variable-speed) compressors. VRF systems have the additional capability of connecting ducted style fan coil units.

The term variable refrigerant flow refers to the ability of the system to control the amount of refrigerant flowing to each of the evaporators, enabling the use of many evaporators of differing capacities and configurations, individualized comfort control, simultaneous heating and cooling in different zones, and heat recovery from one zone to another.

Each condensing unit uses two or three compressors, including an inverter-driven variable-speed compressor. The inverter driven compressors coupled with efficient indoor unit fan operation results in heating and cooling efficiencies that are comparable to high-efficiency water-cooled systems. A dedicated outdoor air system (DOAS) will be installed along with the VRF equipment to provide exceptional fresh air ventilation in all areas of the Middle School.

The gymnasiums, auditorium, and cafeteria will be served by new packaged gas/DX rooftop units (RTUs) that can provide cooling, are easily scheduled, and utilizes demand control ventilation to ensure the space is always receiving the proper amount of ventilation air. With current ducting in place, we can effectively reduce the required size of the condensing units and capital costs of the new VRF system.

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New building management systems will be installed in conjunction with the new HVAC system at the Middle School. These systems can be controlled from a central interface and will have mobile accessibility for authorized staff.

Equipment will be scheduled to setback the space temperature and close outside air dampers during unoccupied periods to reduce heat loss and usage during these hours. More advanced control sequences will be implemented such as demand controlled ventilation (CO2 control), variable volume pumping, supply air temperature reset, static pressure reset, and optimal start. These strategies and sequences are aimed at optimizing comfort, ventilation, and efficiency of the new system.

Lastly, the new HVAC and control systems will undergo a rigorous 3rd party commissioning process, which ensures the adherence of the work to the design intent and acts as a method of quality control. In general, projects which are commissioned use 16% less energy, result in a more comfortable building, and have far fewer issues post-construction.

2) REPLACE WINDOWS & DOORS TO SOLVE VENTILATION, THERMAL COMFORT, SECURITY, EGRESS & ENVELOPE DEGRADATION

Replacement of all non-historic exterior windows and doors that were identified as a need in the application will be undertaken in conjunction with secured vestibule, HVAC renovation, the replacement of corroded lintels and sandstone sills, and egress deficiencies.

All the exterior doors, frames and associated hardware throughout the building will be replaced. The solutions include:

1. Adding door closers that are designed to handle the air/wind pressures around the building
2. Adding code compliant panic hardware to all egress doors throughout the building.

Modern window and door systems have much better thermal performance than older systems because of double panes, thermal-break technology in their frames, and low-emissivity coatings on glass. A thermal break means that there is no contiguous metal conductor to carry heat from one side of the building envelope to the other.

These changes improve the indoor air quality, address safety concerns, and make the temperature within the building more comfortable for building occupants. Moreover, these changes translate into a new HVAC system that is more appropriately sized and designed to serve only the thermal loads that are intrinsic to the building and its occupants, not those that are wasted on unnecessary infiltration and the heat gains and losses due to poor insulation.

3) ABATEMENT HAZARDOUS MATERIALS

The following areas will be abated in conjunction with facility improvement project scope:

1. Steam pipe insulation, debris and soil contamination demolition in 1911 crawlspace
2. The cement board in the fume hood in room 219.
3. The white, woven electrical wiring insulation on the stored stage lights in the prop room of the auditorium.
4. The acoustical plaster on the ceilings and walls in the 1964 addition.
5. The 12x12 inch & 9x9 inch floor tiles in the 1964 addition.
6. The reflector paper in the light fixtures of the North entryway, restrooms, and principal's room of the 1964 addition.
7. The gypsum wallboard of the walls and ceilings in the 1964 addition.
8. The cement panels on the exterior, above the windows, on the east side of the 1964 addition.

II. SAFETY, SECURITY & ACCESSIBILITY SOLUTIONS

1) NEW SECURED ENTRY VESTIBULE

A secured (enclosed) vestibule will be added to the lower level main entry. The existing exterior wall will remain, and the

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double entry doors will be replaced with doors that have secure and accessible door hardware. The secure vestibule will be created by adding a new interior wall with a second set of double (secured) doors to the main hallway. The new vestibule will be equipped with a security camera, and a direct, secure pass through window into the school office.

The school office will be relocated from its current location across the main corridor to the east of the of the main entrance, allowing the direct visual connection to the new vestibule. The new office location would require the relocation of the existing Nurses Station and two classrooms. The Nurse would be moved further to the north to maintain a central location, and close proximity to the School Office and main entry.

A staff person in the school office will be able to talk to visitors face to face via the pass-through window, without automatically allowing them access to the school, as is the current situation. The school staff will have the ability to remotely lock/unlock both sets of doors to the secure vestibule, allowing greater control over who enters the building, as well as providing the ability to contain someone within the vestibule if there is a threat.

The district administration offices would relocate to the either the existing school office or west of the secured vestibule. If relocated to the west of the secured vestibule, a secure pass through window, and door could be added from the vestibule for visitors to access the District Office without having to enter the main hallway of the school.

To properly secure the Middle School access via Park Street, new entry doors and security access controls will be installed, allowing access only to approved district staff.

2) EGRESS SOLUTIONS

Detailed above in "Replace Windows & Doors to Solve Ventilation, Thermal Comfort, Security, Egress & Envelope Degradation" solution.

3) FIRE PROTECTION SOLUTIONS

Fire Protection issues detailed in the deficiency section will be resolved by:

1. Replacing the dry-valve to the attic of the 1911 portion, and test to ensure functionality of the existing system.
2. Uncovering the roof vents above the stage, and the test system for functionally - If not, the system will be replaced.
3. Upgrading entire fire alarm system to include voice evacuation.

4) ACCESSIBILITY SOLUTIONS

Scope details for the renovation of restrooms for ADA compliance throughout the building include:

1. New accessible fixtures and signage in the restrooms on all three levels of the 1911 building.
 2. New accessible fixtures and signage in the restrooms in the north end of the lower level of the 1911 building.
 3. New accessible fixtures and signage in the restrooms on the second level of the 1911 building
 4. New accessible fixtures and signage in the restrooms on the third level of the 1911 building
 5. Remove one toilet and add accessible stalls and add new accessible fixtures and signage in both restrooms in the corridor of the 1993 addition
 6. Replace door hardware on restrooms of 1993 locker rooms
 7. New accessible fixtures, signage, and door hardware and remove old plumbing connections from the restrooms in the upper level of the Park Street building
 8. Retrofit the existing urinals with 0.5 gpf valve diaphragms or replace the entire fixture with 0.25 or 0.13 gpf fixtures.
- Plumbing system throughout the district would be visually inspected with a camera to verify the extent of deteriorated piping or source of sewer backups, and respective sections would be replaced.

Upgrades to ADA Compliance & Modern Safety Standards include:

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1. New handrails and higher guardrails on all stairwells in the 1911 building.
2. New handrails with compliant top and bottom extensions on accessible ramp in 1993 addition.
3. Replace all door knobs throughout the Park Street building with accessible lever-type door hardware.
4. In conjunction with exterior excavation and replacing parking lots and sidewalks, improve marking and signage of accessible parking space and re-pave path to accessible entrance.
5. In conjunction with exterior excavation and replacing parking lots and sidewalks, replace accessible ramp, handrails and guardrails to main entrance of 1911 building.
6. New accessible ramp for upper-level entrance via Park Street.
7. Block access to unsafe stairs and elevated track in 1922 gym.

III. BUILDING ENVELOPE, INFRASTRUCTURE & SITE SOLUTIONS

1) REPOINT EXTERIOR FAÇADE

All elevations in the 1911 and 1922 auditorium exteriors need repointing of the eroded mortar joints. This includes grinding out the existing joint to a minimum depth of $\frac{3}{4}$ " or until sound mortar is encountered, and installing new pointing mortar in $\frac{1}{4}$ " deep lifts.

A mortar analysis will be performed to determine an appropriate compatible repair mortar and color mockups will be performed prior to work. The entire entry elevation shall be repointed with spot repointing of approximately 20% of the side and rear elevations where the mortar has eroded. All window opening jamb brick joints will be repointed during proposed window replacement. This will allow the new window perimeter sealants to be bonded to new, sound mortar.

2) REPLACE WINDOW LINTELS & SELECT SANDSTONE STILL

Simultaneously resolving the corroded lintels and sandstone sills is essential to properly and effectively replace the windows and address exterior façade issues. This typically includes exposing, cleaning, painting, and flashing them – or replacing corroding lintels with new galvanized steel angles.

Performing exploratory openings at several of the more severely cracked window heads to determine if replacement of the corroding angles with new support angles will take place. A conceptual lintel repair sketch is included in the supplemental structural analysis of the Middle School. We have estimated 14 lintels will require replacement.

Bonding new window perimeter sealants to failing stone would be a poor investment, so we will replace the severely deteriorated sandstone sills during any window replacement program and patching any sills that are salvageable.

Repairing or replacing deteriorated sandstone sills prior to installing new windows will provide a sound substrate for the new window perimeter sealants to be bonded to. Also, a more compatible stone patch material will be identified for this soft stone. This will likely be a latex modified repair mortar and not a portland-cement based material that appears to have been used unsuccessfully in the past. Many of the first-floor sills appear deteriorated to the point where replacement with new carved stone sills will be more economical than repairing widespread delamination and stone section loss.

Maintenance of mortar joints is a key element to slowing the natural weathering process of the sandstone. Deteriorated joints on skyward facing elements could be repaired with a non-staining (non-bleed) silicone or urethane to provide a more durable sealant joint between stone units.

3) REMEDIATE BELOW GRADE WALLS – 1911 & 1922 AUDITORIUM

Proper vapor protection will be installed around all below-grade walls, and will require some excavation around the building perimeter. In addition, the surface around the building will be regraded to provide proper slope away from the building.

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On the interior, there will be repointing of the deeply eroded mortar joints in the crawlspace. The site drainage from downspouts and irrigation and move or modify items which focus rain water against the exterior face of the foundation walls. Subsequent monitoring of the crawlspace periodically for any localized leaks and repairs such as an injected blind side waterproofing will be installed. This is done by drilling holes from the crawlspace or by locally exposing the outer face of the foundation walls by excavation in order to install waterproofing.

During the brick repointing, several of the bricks should be removed where signs of water penetration are most severe to review the wood joist ends for decay. If significant wood decay is encountered, floor joists may require supplemental bearing support such as a pressure treated wood ledger epoxy bolted to the brick wall. This is not anticipated to be a widespread issue, however local joist bearing repairs should be anticipated.

The exposed portions of the concrete foundation wall of the auditorium will be protected with a clear penetrating sealant, and the joint between the foundation wall and sidewalk should be sealed.

4) IMPROVED DRAINAGE

To Improve drainage around the Auditorium, sufficient scuppers and downspouts will be added to this section of the building. Those downspouts will be directed to a splash block or swale that will direct the water away from the building.

5) REPLACE SITE PARKING LOTS, ROADS & SIDEWALKS

To address the degraded site conditions at Trinidad Middle School, and in concurrence with anticipated exterior excavation, new entrance ramps, additional accessible parking, and site draining improvements, the opportunity for complete replacement of parking lots, sidewalks and roadways presents multiple instances of economy of scale for the district. This scope summary includes:

1. Scarify and re-compact base
2. New asphalt & pavement
3. Cast-in-Place concrete curbing and barriers
4. Paved sidewalks
5. Proper slopes for site drainage

6) REPLACE INTERIOR FLOORING

To address the crawlspace moisture issues, we will install a vapor barrier and vent the crawlspace, or install a floor covering that can accommodate the moisture drive issues such as carpet with a moisture resistant glue. The solution for complete replacement of the failing floor tiles in the 1911 building will include:

1. Removal and demolition of current failing tile floors.
2. During the floor-replacement, identify and replace all failed subfloors.
3. Replace the water-damaged flooring and subfloor in the science storage room and install a proper mop sink for cleaning use.
4. Installation of a new flooring system building wide.
5. On the water-damaged ceiling joists above the light booth in the auditorium, repair of any structurally-significant water damage, and replacement of the affected decorative ceiling tiles is necessary.

7) ELECTRICAL DISTRIBUTION SYSTEM SOLUTIONS

Upgrades to improve electrical system deficiencies, expand the current electrical infrastructure and support classroom needs consist of the following improvements being implemented:

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1. Replace Electrical System in 1964 Addition - This includes new electrical service and distribution, circuit breakers, safety switches, panelboards, branch wiring, switchgear and grounded receptacles. New components and construction will satisfy all code requirements while improving safety with ground fault circuit interruption, arc flash mitigation, and surge protection.
2. Replace Generator & Add Servers to Back-up Circuit - An appropriately-sized standby generator will be installed with an automatic transfer switch. This transfer switch will detect an interruption to the utility electric service and automatically start the standby generator. Computer servers, refrigerators, freezers, and other equipment will be added to the standby power system to maintain essential building functions during power outages.
3. Add Additional Outlets in Classrooms - Additional receptacles will be added to classrooms to provide room layout flexibility, reduce circuit overloading, and provide the ability to install new projectors, battery chargers, smart boards, and computers in each classroom.
4. Led Lighting & Occupancy Sensor Upgrade - This solution includes replacing all T8 32-watt lamps and ballasts with the latest and most efficient product in lighting technology – LED lamps, which are 50%+ more efficient than T8s, and do not require ballasts to operate.

IV. TECHNOLOGY DEFICIENCY SOLUTIONS

Trinidad School District recognizes that making impactful improvements to the classroom educational environment, not only means improvements to thermal comfort and proper ventilation, but also includes a modern technological foundation to support educational advancement and innovation. To lay the foundation to support future expansion of technology, the district plans to move forward with three (3) key priority projects. They include:

1) TECHNOLOGY INFRASTRUCTURE UPGRADES

1. Replace all switches district wide with newer, faster, and more scalable models to allow for faster connection speeds.
2. Intra-building speeds and the internet connection increased to better handle, and allow, for faster access to internet related content.
3. Replacement of the CAT5e connections from the building MDFs to closet IDF's with Fiber Optic connections, allowing for faster connection speed, more connections, less traffic congestion, as well as aid in future proofing buildings.

2) UPGRADE TO MODERN DATA CENTER

A new data center with new servers, premise backup, and server redundancy along with cloud based back-ups is necessary. Equipment additions and upgrades will not only include new servers but also SAN (storage for user files), core switches, fiber connectivity, firewall/content filter, self-contained cooling equipment racks, data backup/recovery, uninterruptable PowerSource, cabling and software licenses. Making these improvements will ensure the district is at the leading edge of advanced IT infrastructure for the foreseeable future.

3) SMART CLASSROOM IMPLEMENTATION

A total of 30 classrooms spaces in the Trinidad Middle School will be retrofitted with new equipment and infrastructure to meet the current standards for a SMART classroom. Those components include dedicated workstation/lectern, current PC configuration, monitors to allow for digital inking and instructional interaction, ceiling mounted speakers, a sound system capable of handling multiple audio sources, and a HD projection unit.

How Urgent is this Project?

The urgency to resolve major deficiencies is at a critical juncture to avoid the expected or imminent failure of many of the building systems and infrastructure issues. In some cases, though, system failures have already occurred.

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If Trinidad School District is unable to adequately fund the needed improvement to Trinidad Middle School, these major deficiencies will continue their day-to-day impact on the health, safety, and overall educational experiences of our students. We are past the point of being able to make improvements to these systems that have any positive effect of their operation or effectiveness. The continued reactive upkeep is no longer fiscally responsible to pursue.

As the facility stands today, the following areas have reached a point of failure:

1. Window Dependability
2. Egress Door Systems
3. Fire Protection Key Components
4. Accessibility
5. Site Drainage
6. Interior Flooring

Systems on a path of expected or imminent failure if they are not addressed immediately include:

1. Safety & Security Inadequacies
2. Major MEP Systems
3. Structural Deficiencies
4. Mortar Joints & Window Lintels
5. Site Conditions
6. Technology Adequacy

To single out any of these needs as more important than the others would be difficult a task, as many of them are interdependent. All of our needed improvements, in one way or another, impact the health and safety of our district, and all improvements need to be addressed immediately and comprehensively.

ECONOMIES OF SCALE

In the early weeks of the development that led to this eventual grant request, a path emerged of a clear strategic opportunity for economies of scale between scopes of work. It is the best path for ensuring that Trinidad Middle School is brought up to the standards of a modern education facility, without leaving critical improvements to an unknown timeline.

Although the pursuit of addressing the entirety of Trinidad Middle School carries a significant financial commitment by the district, the Trinidad community, and the Colorado Department of Education's BEST Program, it eliminates the quantitative costs inherent in the multiple phased approach. Eliminating additional factors like the annual inflation of construction costs, availability of qualified contractors, the remobilization of major trades, one-off project developments of professional services such as design and construction management, gaps in project management, changes in district leadership, and changing economic conditions, will decrease overall costs and inhibit delay of the projects.

Moreover, the ability to wholly address Trinidad Middle School allows the district administration to continue the pursuit of the strategic plan of the Facility Maintenance Master Plan, and focus on the Tier I and Tier II projects at other district facilities, most notably, Trinidad High School.

Synergies and economies of scale are apparent in architectural and engineering design, contractor trades, pricing, mobilization and construction management. Project scopes that are developed, bid and implemented in conjunction with one another will result in a better project outcome and a lower cost first cost. Some general examples of these synergies are summarized below:

1. Windows Replacement/Lintels Replacement/Sill Replacement/Exterior Mortar Repointing
2. HVAC Renovation/Electrical Upgrades/Add Classroom Outlets/Replace Emergency Generator/LED Lighting Upgrades
3. Below Grade Vapor Barrier (Excavation)/Improved Site Drainage/Parking Lot & Sidewalk Replacement/Exterior Accessible

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Access Ramps/Accessible Parking & Building Access Paths/Secured Vestibule/Egress Door Replacement/Access Hardware

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?

Should this district be awarded this grant the above-described maintenance program would be expanded and enhanced incorporating manufacturers' recommendations for proper service and maintenance. Additional funding would be added to annual appropriations for such maintenance and upkeep as well as a determination of the need for supplemental staff support.

Funding would also be increased to offset costs of any additional utility expenses as well as the cost of outside professional service support. Depending on the work that will be accomplished, some outside contract work may need to be budgeted as well for proper warranty coverage and operation such as a new generator emergency power system.

Maintenance will be carried out and logged throughout the lifetime of the equipment. This maintenance will include appropriate daily, weekly, and monthly inspections. If these steps are taken by the district, we will be able to sustain the life of our investment for years to come.

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:

1911 – The Trinidad Middle School (originally built as the Trinidad High School) was constructed in 1911 as a new facility, a beautifully built red brick facility atop the hill. At the time, it was heated by a coal-fired boiler located in a separate heating plant, steam piped to the school and distributed through internal piping to radiators throughout the building.

1922 – Further improvement was realized to the high school building with the addition of two structures; one located to the west and one to the east. The west addition included a gymnasium, indoor swimming pool, and upper-level band room. The east addition was an 800-seat auditorium with stage and lower-level dressing room. In a subsequent improvement in 1927, an adjacent sports stadium, known as Miner Stadium, with an athletic field for football and track was put into use. The district utilizes this outdoor stadium to this day.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

1964 – Park Street Elementary School was constructed as a new facility, adjacent to the 1911 facility. This building was later converted into an addition of the Middle School as a part of the 1993 district renovations.

1972 – The district constructed two new high school facilities: A Building and B Building. These facilities included classrooms for vocational education and a new gymnasium. With the construction of the new Trinidad High School, the 1911 building became location of Trinidad Middle School as it stands today.

1993 – The district entered into a Lease-Purchase Agreement through the Pool Program offered by CDE in 1993 to undertake the renovation of buildings throughout the district, including the Trinidad Middle School, Trinidad High School, Eckhart Elementary, and others. Trinidad Middle School adds a new gymnasium, cafeteria, classroom and an atrium.

2015 – Upgrades to lighting, interior security camera, access controls, and security fencing to protect students on playgrounds. This district has also secured grant funding for the updating of kitchen equipment at all cafeterias including cooking equipment, cafeteria seating equipment, refrigeration equipment, etc. through the Wellness Program.

Within the last three years, the district has disposed of two decommissioned buildings, the former Rice School and former Central Office to realize further cost savings by disposal of the vacant buildings.

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

This district undertook an Energy Performance Contract with Siemens Industries, Inc. in 2015. As a result of this contract, the

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district will achieve electrical energy savings by the change-out of all lighting within and on the exterior of all district buildings and parking areas; installation of weatherization at all school buildings including weather stripping and installation to reduce heat losses; enhancements to electronic controls including balancing of all HVAC systems to maximize efficiencies; installation of security systems including interior security cameras in corridors of all building hallways, vestibule areas, gathering areas (i.e. cafeterias and exteriors of all building including parking lots, etc.).

In addition, this district installed an electronic control system for all exterior doors and a recording system for entry by authorized personnel. Installation of some security fencing was also accomplished to protect students on playgrounds.

This district has also secured grant funding for the updating of kitchen equipment at all cafeterias including cooking equipment, cafeteria seating equipment, refrigeration equipment, etc. through the Wellness Program.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

This district incorporates allocations for capital expenditures into its budget by fund. Since this district at the present time does not have a Sinking Fund account for each categorical fund, capital expenditure needs are prioritized on an annual basis.

With the prospective voter approval of a Mill Levy Override, all funds realized that are in excess of funds needed to match this grant and the related debt service will be placed into a Capital Improvements Fund. The district will incorporate this fund into its Capital Improvements Plan and will allocate resources from this fund based on a prioritization of needs.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

The City of Trinidad is the provider of utility services including water, wastewater, natural gas and electricity within the City. The district acquires those services from the City of Trinidad. During the most recent fiscal year, this district incurred a total cost of \$324,957.12 for those utility services.

This district acquires telecommunications services from Century Link. On an annualized basis this district incurred a cost of \$99,444.00 for telecommunications service.

Currently, we do not have cooling in the 115,000 sqft. building, and, as such, do not pay related electrical utility costs. With the implementation of a new HVAC system, the district's electrical costs will increase. We have already begun the process of reallocating budget funds to account for this anticipated increase, which includes leveraging utility savings from new LED Lighting, and reallocation of O&M costs that currently go towards reactive upkeep of deficient systems.

Current Grant Request:	\$8,439,045.12	CDE Minimum Match %:	39
Current Applicant Match:	\$4,746,962.88	Actual Match % Provided:	36
Current Project Request:	\$13,186,008.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	Mill Levy - Nov. 2018
Future Grant Requests:	\$0.00	Escalation %:	6
Total of All Phases:	\$13,186,008.00	Construction Contingency %:	12
Affected Sq Ft:	100,973	Owner Contingency %:	5
Affected Pupils:	235	Historical Register?	No
Cost Per Sq Ft:	\$130.59	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$13.32	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$117.27	Is a Master Plan Complete?	Yes

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Cost Per Pupil:	\$56,110.67	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	492	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	950	Bonded Debt Approved:	
Assessed Valuation:	\$115,250,400	Year(s) Bond Approved:	
PPAV:	\$121,316	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$2,016,362	Year(s) Bond Failed:	
Median Household Income:	\$39,475	Outstanding Bonded Debt:	\$2,410,000
Free Reduced Lunch %:	74.2%	Total Bond Capacity:	\$23,050,080
Existing Bond Mill Levy:	4.994	Bond Capacity Remaining:	\$20,640,080
3yr Avg OMFAC/Pupil:	\$1,060.20		

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

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.

Question 2, subsections A-H are related directly to the factors used in calculating the matching percentage. Only respond in detail to the factors which you believe inaccurately or inadequately reflect financial capacity. For those factors which you believe accurately or adequately reflect financial capacity, please leave the response blank or type “Agreed”.

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, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your school district or BOCES.

A waiver from the strict application of this district’s local match requirement is requested by this district. The reduction sought is in the amount of three percent (3%) from the posted percentage of thirty-nine percent (39%) down to thirty-six percent (36%).

The reduction in local match percentage would free up a corresponding amount

This request is made because this district has three years of time remaining for repayment of its current outstanding bonded indebtedness. In 2000, this district undertook a bond issue for a twenty year period of time for the construction of a new elementary school and the renovation of another elementary school. As permitted by law, that bond issue was refunded in 2010, realizing a lower interest rate thereby reducing the overall amount of interest for payoff of the issue. The refunding issue was for a ten-year period of time concluding in the year 2020.

This district is contemplating asking its constituents for a Mill Levy Override in the amount of ten mills (10) for a ten (10) year period of time to generate the funds necessary to meet its local match requirement for a BEST grant.

Additionally, the voters will be informed that this district will terminate its special mill levy of approximately five mills for bond debt payment following the 2020 year payoff which will result in a reduction of the approximate five mills.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

This district has been impacted by a reduced assessed valuation resulting from the decline of the natural gas extraction industry which had provided a significant number of jobs and supported the local economy. From 2012 through 2017, this district's Assessed Valuation declined from \$122,213,490 to \$114,716,210. Due to TABOR, this district's mill levy remains constant however as applied against a reduced Assessed Valuation, the net amount of revenue has proportionately reduced as well.

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

A. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

Applicant's PPAV: \$121,316.21

Weighted Rank: 2.08% of 5% max

Agreed

B. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

Applicant's Median Household Income: \$39,475.00

Weighted Rank: 2.53% of 15% max

Agreed

C. 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.

Applicant's FRED Percent: 74.9%

Weighted Rank: 2.02: % of 20% max

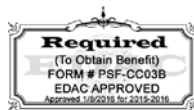
Agreed

D. Bond Election failures and successes in the last 10 years – The more attempts the school district has made, the lower the match.

Applicant's Bond Elections: 0

Adjustment: 0% (-1% per attempt)

This district has never had a failed bond election. The last bond election occurred in 1999 wherein voters approved a bond issue to fund the construction of a new elementary school and remodeling of another elementary school. Subsequently, that bond issue was refunded resulting in the lowering of the interest rate thereby saving this district a significant amount of interest expense.



E. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

Applicant’s Bond Mill Levy: 4.994

Weighted Rank: 11.01 % of 20% max

To meet its local match requirement this district contemplates requesting voter authorization for a Mill Levy Override with the revenues committed to satisfying the BEST grant requirements and any remainder committed to meet other capital improvement needs.

F. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

Applicant’s Remaining Bond Capacity: \$ 20,640,080

Weighted Rank: 11.24 % of 20% max

Agreed

G. The school district's unreserved fund balance as it relates to their overall budget.

District’s Unreserved General Fund: \$2,016,362

Weighted Rank: 10.11 % of 20% max

This district has no funds available in its unrestricted general fund account.

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

Located within our community is an on-line school which has a student count of approximately three hundred students. Since the majority of those students reside within this district’s boundaries, this district is obligated to permit such students to participate in its co-curricular activities including, athletic programs, band, student debate, etc., at no cost to such students. This places an additional financial burden on this district to accommodate the needs of such on-line students without any supplemental financial support.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

To assure complete coordination of this district’s planned improvements to be accomplished with BEST grant assistance, this district has engaged the professional services of 360 Engineering Company. This company accomplished the updating of this district’s Master Plan and corresponding capital improvements needs assessment.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

CDE Minimum Match Percentage:



● Facilities Impacted by this Grant Application ●

LIMON RE-4J - Gym Roof Replacement - Limon K-12 - 1979

District:	Auditor - Limon RE-4J
School Name:	Limon K-12
Gross Area (SF):	124,900
Number of Buildings:	1
Replacement Value:	\$36,289,101
Condition Budget:	\$573,195
Total FCI:	0.02
Adequacy Index:	0.12



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$5,850,027	\$38,977	0.01
Equipment and Furnishings	\$690,777	\$0	0.00
Exterior Enclosure	\$3,417,185	\$206,493	0.06
Fire Protection	\$1,258,691	\$0	0.00
Furnishings	\$1,220,435	\$0	0.00
HVAC System	\$7,951,399	\$0	0.00
Interior Construction and Conveyance	\$4,292,587	\$286,959	0.07
Plumbing System	\$1,932,347	\$0	0.00
Site	\$2,457,987	\$20,767	0.01
Structure	\$7,217,665	\$30,000	0.00
Overall - Total	\$36,289,101	\$583,196	0.02

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: LIMON RE-4J

County: LINCOLN

Project Title: Gym Roof Replacement

Applicant Previous BEST Grant(s): 4

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

If Yes, please explain why: Fell below funding level.

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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Limon is a small rural school district that is 90 miles east of Denver on I-70. Limon is known as the "Hub City", because of the many highways that pass thru Limon. Limon Schools has a very remarkable history in athletics, especially football. Limon has won 17 State Championships in football, which is a Colorado State record.

Limon academics have been outstanding as well. The last two years, Limon Schools received Accredited with Distinction from CDE. This is because of the great staff of teachers in the district. The school has had numerous Boettcher Scholarship winners and many other notable achievements by the students of Limon.

Limon completed a new K-12 building in 2015 with the help of a BEST Grant. The building has been very much appreciated by both staff and community. The design of having wings for the primary, elementary, middle school, and high school has worked out better than imagined. With this design, each level has its own area in the school. This helps teachers collaborate with each other in their specific level.

Deficiencies Associated with this Project:

This section of the school was part of the original Limon school. The roof is on a pre-manufactured metal building that was recently surrounded by new construction when the school was remodeled. On pre-manufactured buildings, the seals in their metal roofs dry out and deteriorate over time which causes leaks to occur. The roof has been leaking over the past eight years. The maintenance staff repairs them as they are found. A partial roof replacement was completed over a section of the gym floor that had to be repaired and refinished twice. Physical Education classes and other sports and activity practices had to be moved to other locations during leaks and while repairs were completed.

Every summer, the maintenance staff applies a coat of sealer to the seams of the gym roof.

Proposed Solution to Address the Deficiencies Stated Above:

On pre-manufactured buildings, the only way to replace the seals would be to completely remove and replace the metal roof which is also the structural deck. Doing this is highly disruptive and cost prohibitive. Our solution includes removing the unused HVAC equipment and patching the openings. Followed by installing 4" tall 16 gauge Z metal parallel to the slope, fastened into the existing purlins every 24". Infill between the Z metal with polyisocyanurate insulation cut around the flutes of the metal deck. Install 1/2" plywood deck to Z metal and fully adhere 60 mil EPDM. This should insure a life expectancy of 30 years. This is the same process used in the partial roof replacement already completed.

How Urgent is this Project?

The roofing systems should be replaced within the next year and a half. For the past eight years, the school has been battling major leaks in the gym roof. They've been spending school district funds to repair the roof and recently had to replace a section of the gym's wood floor after a major roof leak. This is the third time applying for a BEST Grant to help fund a roof replacement. Continued leaking can be a distraction to the learning environment as classes and activities have to be relocated. School resources have to be refocused on managing ongoing leaks. Apart from distracting from the learning

BEST FY2018-19 GRANT APPLICATION SUMMARIES

environment, continued leaks can cause damage to interior finishes, flooring, and educational materials in 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 design for the new roofing systems will conform to the Public Schools Construction Guidelines.

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

At the project's completion, selected Limon School District personnel will be trained by the roofing contractor to repair simple roof repairs. Large roof repairs will be conducted by a professional roofing contractor. The roof will be methodically inspected yearly to determine deficiencies that need to be repaired. At least two times a year, Limon School District personnel will access the roof to remove debris from drains, drainage scuppers, and other areas on the roof.

The district will begin adding \$15,000 to its capital reserve fund. The school has done this for the last three years to meet their match for the BEST Grant. This will continue in order to fund future roof repairs and/or 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:

Limon School received a BEST Grant to build a new school. The new building was finished in fall of 2015. The two gyms remained, with one gym being built in 1978 and the other in 2000. With the help of a cash grant, we were able to update the four locker rooms that are attached to the gyms as intended in the original grant. The new facility is in great shape and we were fortunate to have a great design which separates primary, elementary, middle school, and high school. This design has helped with each level having their own wing and helps teachers of these levels being able to work together for the better of the student. Limon Schools have received Accredited With Distinction for the last two years. The overall environment has helped with both the learning and the moral of students and staff.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The new K-12 building was completed in 2015, which attached to the two gyms that were built in 1978 and 2000. The most recent update has been to the four locker rooms that were completed in the summer of 2017. The locker room renovation was intended to be funded with the original BEST Grant. The cash grant from BEST helped with the locker room renovation. The district also completed repairs to the gym roof with 2/3 funding from Haselden Construction.

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

The district has applied and won a GOCO grant to replace antiquated playground equipment. The Limon Education Foundation has awarded money that helps the district fund technology, arts, classroom items, and teacher supplies to help the district better educate students. The district has asked other grants for funding to replacing a gym roof with no success.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The district funds \$438.72 per student (\$209,488) to the Capital Reserve Fund for facilities. This will be the third time applying for a BEST Grant for the gym roof. This is the first time that the district does not need a waiver and will be able to meet the percentage match for this project.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$212,774.16	CDE Minimum Match %:	43
Current Applicant Match:	\$160,513.84	Actual Match % Provided:	43
Current Project Request:	\$373,288.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Capital Reserve Fund

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Future Grant Requests:	\$0.00	Escalation %:	5
Total of All Phases:	\$373,288.00	Construction Contingency %:	5
Affected Sq Ft:	13,800	Owner Contingency %:	8
Affected Pupils:	476	Historical Register?	No
Cost Per Sq Ft:	\$27.05	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$2.03	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$25.02	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$784.22	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	262	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	468	Bonded Debt Approved:	\$6,973,015
Assessed Valuation:	\$72,389,682	Year(s) Bond Approved:	13
PPAV:	\$154,679	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$1,484,324	Year(s) Bond Failed:	
Median Household Income:	\$41,382	Outstanding Bonded Debt:	\$7,818,311
Free Reduced Lunch %:	47.1%	Total Bond Capacity:	\$14,477,936
Existing Bond Mill Levy:	2.475	Bond Capacity Remaining:	\$6,659,625
3yr Avg OMFAC/Pupil:	\$17,962.22		

● Facilities Impacted by this Grant Application ●

BUFFALO RE-4J - HS Water Mitigation - Merino Jr/Sr HS - 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



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,956,512	\$1,831,296	0.46
Equipment and Furnishings	\$542,884	\$0	0.00
Exterior Enclosure	\$3,718,863	\$83,103	0.02
Fire Protection	\$13,998	\$0	0.00
Furnishings	\$522,337	\$0	0.00
HVAC System	\$1,875,110	\$0	0.00
Interior Construction and Conveyance	\$3,468,763	\$1,312,358	0.38
Plumbing System	\$1,405,819	\$9,607	0.01
Site	\$2,491,711	\$410,323	0.16
Structure	\$2,395,506	\$3,793	0.00
Overall - Total	\$20,391,504	\$3,650,480	0.18

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: BUFFALO RE-4J

County: LOGAN

Project Title: HS Water Mitigation

Applicant Previous BEST Grant(s): 1

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

If Yes, please explain why: While the project qualified for the program, there were more requests than funds available. The project was moved to the short list, but it was not funded due to rubric scores falling below other projects. A few board members expressed concerns that the solution would solve or exasperate the issue. A second opinion was asked to be provided. We hired Gary Witt from Wright Water Engineering last year and he provided the original solution. This year, we hired Richard Hepworth of Kumar & Associates (Geotechnical and Materials Engineers and Environmental Scientists) to review the proposed solution and provide their second opinion on the proposed solution. They concurred with the proposed solution with minor adjustments which will be highlighted in the application.

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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input checked="" type="checkbox"/> Other 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 300 students located in Logan County. We are 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. We cap our classes and have created a system to allow out of district students to apply to attend. We currently have approximately 55 families with over 75 students on a waiting list to be admitted. We are somewhat of a school of choice in our area.

We are very student centered. We are a founding member of the Student Centered Accountability Program (S-CAP) that is gaining statewide as well as national attention. We are also very well known for our wellness initiatives and our student lead wellness team.

Over time, the elementary and 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 high school building has 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 sf²) is the larger of the two and can only be accessed 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, south 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

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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 added 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 feet to the southeast (below ground level outside the building) where it is discharged to a storm water 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 to the school. In the months of the year with the highest local groundwater elevations, these sump pumps have been insufficient in maintaining an acceptable water level. As a result, some storage equipment and memorabilia have 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 support 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 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 discussions with Mr. Sanders, WWE concluded that an acceptable mitigation for the groundwater issues associated with the high school basement conceptually include:

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 discharge 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

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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 be mechanical jackhammer methods or 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.
5. Installation of approximately three feet of $\frac{3}{4}$ to 1 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 on 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. An appropriately sized exhaust fan should be sufficient to maintain a dry surface.
8. Installation of two new sump pumps and discharge pipelines to the existing storm-water 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 when the groundwater elevations are within a few feet of the newly established crawl space elevation.

Since the proposed solution was provided and said proposal was not funded last year we have obtained a second opinion from Kumar & Associates- Geotechnical and Materials Engineers and Environmental Scientist. Richard Hepworth, P.E. reviewed the grant proposal from last year and visited the site and has talked to Gary Witt. His conclusion was that the proposed solution will have the least on going expense. His recommendation was to abandon the basement and let water rise and fall without extensive effort to dewater the space. He fully supported the previous proposed solution with minor suggestions- engage a mechanical engineer familiar with crawl space ventilation experience, do not break the floor within 10 feet of the existing walls so that wall integrity is not compromised, and that the extension on the sump pit be perforated.

Other suggestions 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 by cutting off the supply of water going into the basement that the amount of water that accumulated would be less and make the sump pumps more efficient.

A larger regional solution was proposed that could potentially mitigate water around the entire building. In speaking with Gary Witt, we determined this would not be a viable solution as the water is coming from the ground up.

We also discussed installing more sumps with greater pumping capacity. This would require continuous pumping during high ground water periods and not be cost effective.

The last solution discussed was installing a water interceptor drain outside the building with pumps. considering the groundwater level at the site this would be an intense program requiring drawing down the water level for the surrounding area and is not considered practical.

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 2018. The remaining work to be done over Christmas break of the 2018/2019 school year and if necessary to be completed during spring

BEST FY2018-19 GRANT APPLICATION SUMMARIES

break in March of 2019. We would like as little disruption to the teaching and learning process as possible. We would schedule 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. This equates to approximately \$30,000 annually. We currently have the dollars earmarked for bus replacement, furniture needs, lawn mower replacement, etc. If there was a year that the dollars need 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:

The condition of the facility is very good with the exception of the basement. There was a major renovation- funded by BEST- in 2010.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

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, a wrestling room, and a performance room were added. In addition, hallways were remodeled, rooms were moved around and remodeled, and 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 existing sump pit. We installed new pipe to evacuate the water and have it exit out to 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 have communicates with Greg Etl from the Department of Local Affairs.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

We budget \$297 per pupil for capital reserve and property liability insurance annually.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Currently, it is the cost of running the inadequate sump pumps (2) for 24 hours a day/365 days a year as well as the electricity to keep the pumps going. The bigger issue is the water in the basement and the need to mitigate the water.

Current Grant Request:	\$369,682.53	CDE Minimum Match %:	40
Current Applicant Match:	\$30,017.47	Actual Match % Provided:	7.51
Current Project Request:	\$399,700.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	General Fund
Future Grant Requests:	\$0.00	Escalation %:	4
Total of All Phases:	\$399,700.00	Construction Contingency %:	20
Affected Sq Ft:	1,440	Owner Contingency %:	10
Affected Pupils:	301	Historical Register?	No
Cost Per Sq Ft:	\$277.57	Adverse Historical Effect?	No

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Soft Costs Per Sq Ft:	\$77.08	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$200.49	Is a Master Plan Complete?	No
Cost Per Pupil:	\$1,327.91	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	343	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	290	Bonded Debt Approved:	
Assessed Valuation:	\$23,046,048	Year(s) Bond Approved:	
PPAV:	\$79,606	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$1,332,741	Year(s) Bond Failed:	
Median Household Income:	\$47,375	Outstanding Bonded Debt:	\$1,520,000
Free Reduced Lunch %:	33.6%	Total Bond Capacity:	\$4,609,210
Existing Bond Mill Levy:	7.513	Bond Capacity Remaining:	\$3,089,210
3yr Avg OMFAC/Pupil:	\$999.86		

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

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.

Question 2, subsections A-H are related directly to the factors used in calculating the matching percentage. Only respond in detail to the factors which you believe inaccurately or inadequately reflect financial capacity. For those factors which you believe accurately or adequately reflect financial capacity, please leave the response blank or type “Agreed”.

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, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your school district or BOCES.

We are applying for a waiver because school finance is so volatile. This is my eighth 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 eight 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 added a second special education teacher this school year that we do not have the money to cover. In December of 2017, I presented my board with a budget that projects over \$210,000 to be spent out of reserves next year.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

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 it would all come out of our reserve. We project that we will spend \$210,000 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.

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

A. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

Applicant's PPAV: \$79,606.38

Weighted Rank: 0.93% of 5% max

Agreed

B. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

Applicant's Median Household Income: \$47,375.00

Weighted Rank: 6.07% of 15% max

The Logan County median income is \$47,375 as compared to the state average of \$65,685 (from the Census ACS 1 year survey). Our median income is approximately \$18,310 less than the average in the state. People in our community are already struggling to make ends meet. The median income is approximately two-thirds that of the state. The burden of the local taxpayer would be overly taxing based on the income of the community. Therefore, asking for and passing a mill levy override or bond would be extremely difficult.

C. 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.

Applicant's FRED Percent: 33.6%

Weighted Rank: 15.51% of 20% max

Our free and reduced percentage is 33.6%. We are below the state average. 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.

D. Bond Election failures and successes in the last 10 years – The more attempts the school district has made, the lower the match.

Applicant's Bond Elections: 0

Adjustment: % (-1% per attempt)

We have had one bond election to build a new elementary school in 2009 followed by a remodel in the high school funded by a BEST grant (Waiver was granted at that time- so it was no cost to the district) in 2010.

E. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

Applicant's Bond Mill Levy: 7.513 mills

Weighted Rank: 7.75% of 20% max



Our mill levy currently sits at 34.275. Broken down, we have a base mill levy of 27 and .233 in abatement and an additional 7.042 for the bond redemption fund. Our assessed valuation is approximately \$27,000,000 making one mill worth approximately \$27,000. In order to pay for the match we would have to take more out of our reserve or increase our mill levy to 40 (to pay for it in one year). Also, in speaking to those that would like a mill levy stabilization across the state, I am told that because Merino is at the max of 27 mills that we are paying an unfair local share compared to those with a higher assessed valuation and lower mills.

F. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

Applicant's Remaining Bond Capacity: \$ 3,089,210

Weighted Rank: 3.03% of 20% max

Agreed

G. The school district's unreserved fund balance as it relates to their overall budget.

District's Unreserved General Fund: \$1,332,741

Weighted Rank: 6.29% of 20% max

When working in a small rural district, it is imperative to keep 5-7 months in reserve. It is very difficult to pass a mill levy or a bond due to the stakeholders views on taxes. So, when major repairs or large purchases are necessary we have to save for years and use parts of the fund balance to pay for such expenditures.

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

We have fought hard as rural superintendents to increase funding for all districts and especially rural districts that have been hurt the most from the Budget Stabilization Factor. 2 years ago we fought for and got \$10 million for rural schools (our share was approximately \$84,000) Even with the money, we presented the board in December of 2016 with a budget that projected a \$400,000 shortfall. This past legislative session we fought for the re-classification of the Hospital Providers Fee. We knew it was not a school focused bill, but it did throw in \$30 million for rural schools. Our portion will be approximately \$100,000. These both are one time funds and cannot be used for any kind of recurring or ongoing expense. The dollars were used to address capital projects that have been deferred for years. We needed new carpet in the library, we needed new gym floor covers that previously were tarps, we had to replace our Vocational Agriculture pickup as the old one was purchased in 1994, we had to purchase a new 11 passenger van as the old one kept leaving students and staff stranded, and we added a second special education teacher to help address the increase in special needs students in our district. So, while we have seen a bit of an influx of money, it was used to address items that have been put off for years and, even with the influx of dollars, we presented the board this past December with a \$210,000 deficit spending budget.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

We have spoken to Greg Etl from the Division of Local Affairs to get help and the program was not able to assist.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

7.51%

CDE Minimum Match Percentage:

39%



● 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:	\$12,168,884
Total FCI:	0.58
Adequacy Index:	0.44



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,257,704	\$1,447,500	0.64
Equipment and Furnishings	\$167,424	\$142,132	0.85
Exterior Enclosure	\$4,346,989	\$1,487,455	0.34
Fire Protection	\$77,919	\$413,028	5.30
Furnishings	\$360,844	\$284,285	0.79
HVAC System	\$2,034,912	\$2,281,755	1.12
Interior Construction and Conveyance	\$3,757,261	\$2,963,911	0.79
Plumbing System	\$942,359	\$774,242	0.82
Site	\$3,058,814	\$2,562,164	0.84
Special Construction	\$160,508	\$200,636	1.25
Structure	\$3,937,142	\$22,200	0.01
Overall - Total	\$21,101,875	\$12,579,308	0.60

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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? Yes

If Yes, please explain why: The grant was short-listed, but did not make the funding line.

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 checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | <input type="checkbox"/> Other NA |

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

Mesa County School District 51 was consolidated in 1951 from several smaller, school districts. The purpose of the District is to provide K-12 public education to those who reside within the boundaries of the District, which covers about half of the county's land area. This includes 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, an 8/9 school, 5 high schools, 1 career center, 2 alternative schools, 3 charter schools and 1 remote K-12 school. The District is the largest employer in Mesa County, employing 2,644 full-time and 843 part-time and substitute employees during fiscal year 2018. The District served approx 22,105 students during the 2017-18 school year.

Orchard Mesa Middle School (OMMS) serves 494 students; 60.1% qualify for free and reduced lunch designation. There are four elementary schools in the OMMS attendance area, and the school is a feeder school for two separate high schools. In early 2016, the district recognized that the school had exceeded its useful life and that for students to learn in a safe and healthy facility, the school would need to be replaced. The school, with its exterior buildings, California style exterior breezeways, and an overabundance of exterior, unsecured doorways, is not fit for student occupancy. The district wrote a BEST grant last year, in the hopes of leveraging the support to engage a very reluctant voting base. The district was unable to win a grant, but knew the need for a school replacement for the children of Orchard Mesa was critical. In the fall of 2017, the district passed a hard fought bond election that included replacing the middle school and correcting almost 20 years of deferred maintenance across the district. The bond proposal presented to voters was written in such a way that, if we were to obtain a BEST grant during this cycle, the additional funds could be allocated to additional safety and security features across the district. However, those needs would have to wait if the BEST grant is not funded in this cycle.

With a new school and a new vision for learning, District 51 is pushing the boundaries in favor of a true 21st Century Learning Model. The world around us is rapidly changing at historically unprecedented rates especially in technological advances. In addition to a strong background in academics, our students will also need strong 21st century skills that are essential for success in the world of work, college, and life. Today's digitally native students are growing up in a world that is increasingly more personalized and it is time for public education to move in that direction.

OMMS was originally built in 1960. Since then, limited repairs have been made on the structure. Recent repairs include patching the roof over the office area. The roof leaks caused damage within the building. The modular structures on campus were remodeled, and carpet was replaced in two rooms.

The new school will be designed specifically around the D51 Learning Model, which focuses on individualized, performance-based learning and will allow for a variety of learning styles, including group work, individual learning, and traditional methods of teaching. Instructional spaces will be open and organized for various activities, corridors will be designed as learning areas and furniture will be flexible. Instructional space will be utilized in a way that compliments the learning model. As such, each student will have the opportunity to thrive in a safe, secure environment that caters to his or her learning abilities and needs. Having a new school for these students is imperative. These students currently reside in a facility that, without a bond, would be torn down and students dispersed to already overcrowded facilities. Our community has recognized the need. With a BEST grant, we can realize the dream of a new facility and have the capacity to support safety needs across our district.

Deficiencies Associated with this Project:

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Orchard Mesa Middle School (OMMS) is currently considered to be the facility in Mesa County Valley School District 51 (District 51) most in need of replacement or large-scale additions and renovations. The open campus consists of eight different buildings. The building that houses the gym, lockers, and music program is connected to the Orchard Mesa Community Pool, which is operated by the city. The public area is not included in this request.

In 2014, District 51 hired a consulting firm to perform an assessment of the age and condition of our school facilities. The presentation of the firm's findings to our Board of Education included a 1 - 5 scaled ranking of all our schools (5 being excellent and 1 being poor). 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 repair.

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 park has a roller skating rink and basketball courts that are open to the public. 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 many outside visitors, the policy is unenforceable.

In 2016, we worked with the Blythe Group an architectural firm to update Orchard Mesa Middle School's 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, which are listed below:

Security:

Security and accessibility are the main problems that are very difficult to resolve at this site. The open style campus does not have an effective security system and has over 30 exterior doors. There are minimal security cameras and many areas where there are no lines of sight. The area between the school building, external gym and band rooms, and public swimming pool is a concern. A common lobby serves all of these spaces. Students enter the lobby from the school side, but the public has unrestricted access to the lobby from the public street side. Staff do their best to supervise the site, especially during passing periods, but it is an ongoing problem.

Security lights on the exterior of the building are not the cut-off type required in the Grand Junction Code, and there are no battery-backed lights outside building egresses.

Communication: The fire alarm system, call, telephone, public address, and clock systems are from original construction in 1960. All of these systems are 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 school 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 enter through the gym area, and then walk outside for roughly 250 yards to get to the office. The cafeteria is undersized. Students line up outside to get their lunch, year-round in all weather conditions.

Health and Safety:

There is a 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, including in the administration building and cafeteria. Because these are under the existing buildings, they cannot be filled in or mitigated in a cost-effective manner. The removal of this system would also require asbestos abatement to remove the existing floor coverings. This process would be very labor intensive and expensive. The underground duct work has rusted through and collapsed in some spots.

The main classroom building has exposed exterior edges of concrete grade beams which have cracked and spalled. The wall between the mechanical room and the utility tunnel in the main building has significant cracking. The kitchen and 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 RTUs 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. Replacing the units again would not be a desirable option.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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 glued to asbestos floor tile. This issue would add 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 are an ongoing problem. Much of the ceiling is 12" x 12" tile glued to drywall substrate. The glue used to attach the tile contains asbestos and the drywall joint compound also contains asbestos in many areas. Last year we had a heavy rainstorm and a portion of the ceiling fell down in one of the classrooms. Because we could not determine whether these pieces contained asbestos, 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 is always a major concern for us.

The roof is showing signs of significant wear. It is a 20-year roof nearing the end of its useful life. While there may be a few more years left, it is already 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 access is insufficient. Parents have to drop off their students in a very small area near the school, causing traffic to back up.

Security: Traffic to the public park (located to the north of the school) and the school itself travels on public roads on two sides of the south field. Portions of the field are not fenced 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 campus buildings are in poor shape. Tripping is a concern.

The athletic fields, goal posts, tennis courts, and basketball courts are in poor condition.

Site signage is insufficient 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 continuously back up.

The sewer line extending from the building south to C Road is almost flat, rather than sloped to permit gravity drainage. It is a source of problems and likely future problems with blockages, and smells in the buildings will continue. Odors in the restrooms are caused from broken or flat sewer and 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 and staff.

There are no fire suppression systems in the original building, so there are no fire-sprinkled corridors. The school needs additional plumbing fixtures. Space requirements are not being met. Stair handrails are missing and there are ADA accessibility issues.

Other facility issues:

Problems with failing or inadequate plumbing, electrical, HVAC systems. These systems are inaccessible or difficult replace, leaving 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.

The kitchen area has plumbing issues. The exhaust system and make-up air are inadequate. Major work would be required to address these issues.

The special education classrooms are inadequate and do not have plumbing. These rooms are dark and dingy, which is an unsuitable learning environment for students. The home economics program was discontinued because we needed the space for a traditional classroom.

Casework: 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 have 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 are an issue throughout all buildings. The seals are failing and windows on the main building are the original

BEST FY2018-19 GRANT APPLICATION SUMMARIES

installations from 1960. Some of the windows leak when it rains, and because they are not sealed in spots, cold air seeps into the building during the winter.

Plumbing fixtures are original and outdated. They can be replaced, but are unable to be repaired due to their age. The fixtures are highly inefficient.

Technology –some of the library equipment, theater and stage equipment, and audio-visual equipment is from the original 1960 construction of the school. The systems are beyond the expected life and upgrades are warranted.

Proposed Solution to Address the Deficiencies Stated Above:

Replace the existing facility with new construction. With the cost estimates for renovations nearing the total cost of a new facility, the overall recommendation/finding is for facility replacement. This is due to the following:

Money well spent: At a certain point, it makes more sense to spend a little more money to get something new than it does to spend millions of dollars and still have an inadequate facility (\$28 million estimated to renovate the existing campus.). 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 in the current facility. These items have a negative impact on the learning environment 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 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. Additional renovations are not recommended because of high initial cost, high operational cost, and marginal improvement.

Sub-Standard Learning Environment: The existing classrooms at OMMS are areas 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. For example, 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 that are not feasible to correct or repair. These issues detract from the learning environment.

Sewer line issue: Due to elevation change from the building to the sewer main, it is not possible to have adequate slope. The line cannot properly drain causing back ups and sewer gas entering the building. 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 parent vehicles.

Drainage: the site needs to be regraded, and a drainage system installed.

Security: In order to achieve security, we need to create an enclosed campus, with one main entrance. This includes installing perimeter fencing around the entire site, install an up-to-date security monitoring system and a double entry vestibule.

The existing site (over 18 acres) will accommodate a new facility without first removing the existing facility. 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 21st century learning model, it would be appropriate to design and construct a replacement facility focused on the needs of the model. The existing facility does not easily accommodate this model due to multiple buildings, a 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 current facility. Our district and community believes the most fiscally responsible action is to replace this school, as evidenced by the passing of our proposed bond and mill levy override measures in November 2017.

Many of the deficiencies noted have needed to be addressed for some time. Several of the systems in the building are

BEST FY2018-19 GRANT APPLICATION SUMMARIES

approaching, or have surpassed, their life-expectancies. The worn roof will need to be replaced within the next two years. Additionally, having an open campus with so many safety and security issues is not acceptable for our students. We have done our best to diminish risks, but the current layout presents unconquerable challenges. 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. The school absolutely needs to be replaced and the urgency is now.

The bond measure passed in November 2017 covers the cost of replacing the school. However, if awarded the grant, the funds that are saved on the construction of a new Orchard Mesa Middle School can be diverted to additional safety and security projects throughout the district to ensure every student in our district a safe learning environment.

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 and plan to design a building that meets LEED Gold certification requirements.

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

Our Maintenance Department has an operating budget of \$3,201,466. This includes department staff of licensed HVAC technicians, fire alarm technicians, plumbers, and electricians; as well as non-licensed carpenters, painters, roofer and grounds keepers. Staff at all of our buildings (44 total) send 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, 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 three original buildings at Orchard Mesa Middle School were constructed in 1960 and included 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 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. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

In 1967, 4,126 square feet were added to the existing campus. The new construction included a storage room for the gym and an administrative building for school offices. At this same time, there was a major remodel of the classroom building to repair damage caused by a fire.

The administration building was remodeled in 1986. 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 previously.

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

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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?

The voters of Mesa County School District approved a \$118,500,000 bond in November 2017.

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 the district's capital maintenance budget. The 2006 HVAC upgrade and remodel were performed with bond funds.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

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 \$2,483,479

FY 17 18 \$1,200,000 (budgeted)

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

The current building will be demolished and replaced with a LEED Gold certified building.

Current Grant Request:	\$13,969,263.00	CDE Minimum Match %:	65
Current Applicant Match:	\$25,942,917.00	Actual Match % Provided:	65
Current Project Request:	\$39,912,180.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	2017 Bond
Future Grant Requests:	\$0.00	Escalation %:	0
Total of All Phases:	\$39,912,180.00	Construction Contingency %:	3
Affected Sq Ft:	99,800	Owner Contingency %:	5
Affected Pupils:	494	Historical Register?	No
Cost Per Sq Ft:	\$399.92	Adverse Historical Effect?	Yes
Soft Costs Per Sq Ft:	\$69.30	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$327.87	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$80,793.89	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	202	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	20,520	Bonded Debt Approved:	\$118,500,000
Assessed Valuation:	\$1,674,830,529	Year(s) Bond Approved:	17
PPAV:	\$81,617	Bonded Debt Failed:	\$184,935,000
Unreserved Gen Fund 16-17:	\$10,859,042	Year(s) Bond Failed:	08

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Median Household Income:	\$49,865	Outstanding Bonded Debt:	\$80,835,000
Free Reduced Lunch %:	44.8%	Total Bond Capacity:	\$334,966,106
Existing Bond Mill Levy:	6.483	Bond Capacity Remaining:	\$254,131,106
3yr Avg OMFAC/Pupil:	\$1,124.93		

● Facilities Impacted by this Grant Application ●

MONTROSE COUNTY RE-1J - Multiple School Hazmat Abatement - Northside ES - 1969*

School Name: Northside ES

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	40,255
Replacement Value:	\$9,117,814
Condition Budget:	\$5,964,758
Total FCI:	65.42%
Energy Budget:	\$14,089
Suitability Budget:	\$2,095,700
Total RSLI:	16%
Total CFI:	88.6%
Condition Score: (60%)	3.56
Energy Score: (0%)	1.98
Suitability Score: (40%)	3.95
School Score:	3.71



MONTROSE COUNTY RE-1J - Multiple School Hazmat Abatement - Olathe MS/HS - 1970*

School Name: Olathe MS/HS

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	111,333
Replacement Value:	\$34,501,011
Condition Budget:	\$12,854,248
Total FCI:	37.26%
Energy Budget:	\$38,967
Suitability Budget:	\$5,592,000
Total RSLI:	26%
Total CFI:	53.6%
Condition Score: (60%)	3.66
Energy Score: (0%)	2.50
Suitability Score: (40%)	3.80
School Score:	3.72



MONTROSE COUNTY RE-1J - Multiple School Hazmat Abatement - Olathe ES - 1952*

School Name: Olathe ES

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	39,425
Replacement Value:	\$9,986,744
Condition Budget:	\$3,230,893
Total FCI:	32.35%
Energy Budget:	\$0
Suitability Budget:	\$1,662,600
Total RSLI:	24%
Total CFI:	49.0%
Condition Score: (60%)	3.49
Energy Score: (0%)	2.29
Suitability Score: (40%)	3.75
School Score:	3.59



*2009 Assessment Data

● **Facilities Impacted by this Grant Application** ●

MONTROSE COUNTY RE-1J - Multiple School Hazmat Abatement - Centennial MS - 1974*

School Name: Centennial MS

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	100,800
Replacement Value:	\$30,999,639
Condition Budget:	\$17,341,349
Total FCI:	55.94%
Energy Budget:	\$35,280
Suitability Budget:	\$5,038,400
Total RSLI:	14%
Total CFI:	72.3%
Condition Score: (60%)	3.33
Energy Score: (0%)	2.40
Suitability Score: (40%)	3.98
School Score:	3.59



MONTROSE COUNTY RE-1J - Multiple School Hazmat Abatement - Montrose HS - 1941*

School Name: Montrose HS

Number of Buildings:	1
All or Portion built by WPA:	
Gross Area (SF):	193,577
Replacement Value:	\$59,899,853
Condition Budget:	\$24,204,500
Total FCI:	40.41%
Energy Budget:	\$0
Suitability Budget:	\$12,002,400
Total RSLI:	17%
Total CFI:	60.4%
Condition Score: (60%)	3.55
Energy Score: (0%)	3.13
Suitability Score: (40%)	4.02
School Score:	3.74



*2009 Assessment Data

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Applicant Name: MONTROSE COUNTY RE-1J

County: MONTROSE

Project Title: Multiple School Hazmat Abatement

Applicant Previous BEST Grant(s): 10

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 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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Montrose County is located in the southwestern quadrant of the state and has a population just more than 41,000 residents. The county is considered rural, with residents traveling 60 miles north to Western Colorado's largest city (Grand Junction) for medical and other services. The Montrose County economy has not rebounded as fast as Colorado's overall, with the county experiencing higher than state average unemployment rates, and lower wages; the housing market is just now beginning to recover. At the same time, the Colorado Center on Law & Policy reports that Montrose County families need income nearly two-and-a-half times the federal poverty level to make ends meet. Affordable housing is an issue for many families, with wait times of two years to rent affordable family units.

Montrose County is 2,241 square miles, located in the west central portion of the state, a region referred to as Colorado's Western Slope. It is 269 miles southwest of the Denver metro area over the Continental Divide, and nearly 100 miles east of the Utah state line. Just fewer than half of Montrose County residents live in unincorporated areas (47%), while the City of Montrose is home to 46% of the County's residents. Olathe (4%), Naturita (1%) and Nucla (2%) are town centers providing residence for the remainder of the County's population (U.S. Census, 2010). The area is considered mountain desert, experiencing four distinct seasons and a temperate climate.

In recent years, the school district has shifted its education focus on a problem-based learning approach, coupled with the highly rigorous Advanced Placement curriculum. Currently the Montrose County School District is the only district on the Western Slope that is Science Technology Engineering and Mathematics (STEM)-based. Our students have a unique opportunity in that they attend a district that first Western Slope district to commit all its schools to STEM standards. The schools have a robust problem-based learning (PBL) instructional approach that encourages students to discover the tools and information necessary to solve problems, rather than memorizing set strategies. As educators, our school district is committed to being the first in Western Colorado to provide STEM based curriculum and Problem Based Learning at all 13 of our campuses.

The District has several buildings that are affected with challenges regarding the containment of asbestos. Because of these challenges the asbestos has created several incidences where the district maintenance staff was unable to perform a necessary repair needed. The district currently uses a maintenance program for tracking all work orders. SchoolDude (work order platform) has given the district the available data to manage our facilities with correct and accurate information. The Maintenance Dept. has received a total of 2502 work orders for the 2017 year.

Deficiencies Associated with this Project:

Northside Elementary School

Suspended Ceiling Tiles – East Wing:

There is a heightened concern with the presence of approximately 8,934 square feet of damaged highly friable asbestos containing suspended ceiling tiles (SCT's) present in the oldest section of the school. In fact, this material is so friable that

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asbestos containing SCT's cannot be removed or even slightly displaced from their metal grid work without causing an asbestos fiber release into the air exposing students and staff. There is further concern that activities that cause vibrations, impact by staff or students, or even by strong air currents that may cause fiber releases. SCT's are a type of commercial ceiling finish. The tiles, generally 2 feet by 4 feet in dimension, are placed into a metal grid work that is suspended from the roof structure. This type of finish has several advantages related to ease of installation, noise attenuation, fire code approval and installation or modification of utilities. As such, SCT's have become the most common type of ceiling finish in commercial and institutional buildings. At one time, asbestos was a common additive in the formulation for SCT's because of its enhanced mechanical and fire resistive properties. The edges are of particular interest in that they are not finished as on the front or back of the tile. The simple act of brushing a finger against the edge of an SCT, of any type, will dislodge the fine matrix of the SCT material. Naturally, when asbestos is a part of the matrix, asbestos fibers are released into the air stream by such disturbance. As such, asbestos containing SCT's not only represent a significant asbestos hazard for building occupants but an incredible conundrum for school maintenance, staff, and contractors. School staff does not have the requisite training or equipment to remove even a single 2'x4' asbestos containing ceiling tile. Thus, there is not a feasible way that school maintenance staff can maintain or access any of the building components present above the ceiling in this school, including piping, ductwork, security components or wiring and fire suppression systems. Further, SCT's are notoriously subject to damage by water leakage and will immediately begin to lose their structural integrity when impacted by even small amounts of water. The dislodging of just one ceiling tile due to water damage or any other means would be considered a "major fiber release episode" and would require a complete school shutdown. A major fiber release episode is defined under Colorado Regulation 8, Part B, paragraph IV.H.5.b as "the falling or dislodging of more than 3 square or linear feet of friable ACBM." These ceiling tiles are 2 feet by 4 feet. (i.e. 8 square feet). Response actions for a major fiber release include restricting access to only those persons necessary and qualified to conduct a response action (i.e. a general abatement contractor). We estimate that a properly conducted response action to such an incident would require a five day school closure and easily reach a five figure cost; for as little as the spill of a single SCT.

The health effects of asbestos exposure have been extensively studied, since at least the end of the Nineteenth century. It has been determined that both common forms of asbestos (amphiboles and serpentines) are toxic and thus capable of causing lung cancer, mesothelioma and asbestosis. As of 2018, all forms of asbestos have been banned by 55 countries and the most recent, number 56, expected to be Canada in 2018. Some countries still debate the relative toxicity of serpentines vs. amphiboles but all have banned the amphiboles. This divergence is based upon studies that suggest that there is a difference in the toxicity of different fiber types (serpentines vs. amphiboles). Although the toxicity of all asbestos types is no longer a matter of debate in most countries, especially regarding lung cancer, several studies reveal a vast difference in potency relative to mesothelioma. Amphibole (e.g. amosite or crocidolite) induced mesothelioma has been noted to appear at a several hundred-fold smaller lung tissue concentration. Or in other words, amphiboles are considered to be several hundred times more toxic than serpentines in the causation of mesothelioma. (<https://www.ncbi.nlm.nih.gov/books/NBK304374/>, [http://journal.chestnet.org/article/S0012-3692\(16\)30344-0/fulltext](http://journal.chestnet.org/article/S0012-3692(16)30344-0/fulltext)). The most common type of amphibole discussed in these various research reports is "amosite". Amosite is fairly uncommon in most building products but when found we have noted it is often associated with suspended ceiling tiles and usually in significant concentrations. At the Northside Elementary school, amosite has been identified as a component of the ceiling tiles at a concentration from 8% - 20% according to laboratory analysis.

Floor Tiles – East Wing:

We have identified 8,934 square feet of vinyl asbestos tile material (VAT's) in the east wing of the building. These VAT's are conterminous with the area occupied by the above-mentioned ceiling tiles. Except in one room, the VAT's are covered by adhesive applied carpeting. The condition of the VAT's is unknown due to the carpet covering. Our assumption is that the carpet covered VAT's are currently non-friable. Normally, carpet replacement would include stripping the old carpet followed by aggressive removal of the adhesive in preparation for replacement. However, in this case, the carpet is adhered to VAT's. The removal of adhered carpeting from VAT's cannot be done without breakage of the tile, thus rendering it friable, therefore needing full abatement. Commercial carpeting in our district generally has a lifespan of around ten years. The primary impact to lifespan is the amount of traffic. The classroom carpeting is in fair condition. While the hallway carpeting is showing significant degradation due to high volume traffic including fraying, material dislocation, seams separating and permanent staining.

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Cloth Covered Tack Boards -East Wing:

Again, in the east wing as with the VAT's and SCT' are wall mounted "tack boards". These tack boards contain up to 10% chrysotile with traces of amphiboles (amosite asbestos). Students and staff, in the past, stapled up artwork and miscellaneous school announcements to the tack boards. Currently the board's exhibit multiple puncture sites from staples and screws. Asbestos containing building materials are not to be disturbed; however, the boards line the north end of the east hallway from 2' ground level up to 6' giving easy access to children. The tack boards are non-friable if they are not used for their intended purpose.

Olathe Middle/High School

Thermal System Insulation – Gymnasium Crawl Space:

This school facility is a mix of older and newer construction. The older section of the school uses conventional hot water heat and potable water delivery systems. Much of the old system piping is still in use for service to the gym, shop, locker rooms and various office or storage areas. These pipes transit through a dirt crawlspace area that is accessible by a single man door for service and inspection. The pipes are insulated with friable asbestos containing (air cell) pipe insulation, Thermal System Insulation (TSI), over their length. These pipes are also located under the gymnasium floor. The estimated total length of the TSI pipe is in excess of 500'. Over the years, large pieces of this pipe insulation have become dislodged and can be found littering the dirt floor in most areas. Total estimated length of the dislodged insulation is approximately 100'. Small pieces have been disburged across the space and can be found in the walkway as well. This type of insulation has a high asbestos content and is easily damaged. The base material is extremely friable so when damaged it makes an asbestos fiber release likely. In the event of a water line break, there is no way for the staff to address this issue in a timely manner. This would adversely affect the school, as sections of the school would need to be closed. Displacement of the student body would then need to happen. This would not be beneficial to the students, staff, or the school district. Alternative sites are not readily available for these students to occupy to continue their education.

The TSI pipes are classified as significantly damaged friable asbestos building material with a high potential for exposure due to multiple cracks and crevasses within the crawlspace area. According to Colorado Regulation 8, Part B, Asbestos; "the falling or dislodging of more than 3 square or linear (pipe insulation) of friable ACBM is considered a "Major Fiber Release Episode". The regulation requires that certain actions be taken in the case of a Major Fiber Release.

Olathe Elementary School

Thermal Systems Insulation – Gymnasium Crawl Space:

As described above, this TSI is also a concern for many of the same reasons stated above, with the Olathe Middle/High School. The predominant concern with this school is the presence of a large quantity of significantly damaged friable spilled asbestos containing TSI in the crawlspace below the gym. The spill is estimated to constitute at least 75 linear feet of dislodged or damaged pipe insulation. Much of the insulation has been deposited on the dirt floor and has suffered further damaged from the environment and the apparent actions of personnel. Though entry into the space has been restricted for an unknown number of years, the required "response action" has not been conducted. There is no known date of the spill occurrence. The spill is significant enough that entry into the space is hazardous even for properly equipped and trained personnel. Plateau Inc. conducted testing of the air in the space above the crawlspace and found that no hazardous exposure exists, currently. However, due to the incomplete nature of the response there is no certainty that the risk of future asbestos exposure to building occupants has been properly eliminated.

The school district has had reoccurring sewer line backups. With line camera inspection, we have discovered the waste line has considerable deterioration in sections of the crawl space.

Plaster Ceiling Delamination – Gymnasium:

The gymnasium's plaster ceiling is also a safety concern as sections of plaster have come free of the wood lath. This has been greatly reduced with the installation of a relatively new roof. Pieces do still fall with the impact of balls and other sports

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activities. With the plaster failing there is a constant possibility of injury to the students and staff.

Centennial Middle School

Vinyl Asbestos Tiles (VAT's) – Cafeteria/Commons:

Centennial Middle School currently contains approximately 5,040 square feet of VAT's and asbestos containing mastic in the cafeteria area. The tile contained in the cafeteria/commons area is no longer serviceable. A number of areas have been addressed by the district under a legitimate Operations and Maintenance (O&M) approach as evidenced by the patchwork of miss-matched tiles in the space. It is clear that the opportunity to use an O&M process is out-paced by the advancing degradation of the tile. The damage appears to be associated with the heavy uses in this area. As this is the cafeteria for the school it is equipped with heavy metal framed cafeteria style tables. The tables are equipped with metal casters. During assessment of the cafeteria, two random assessment areas of 100 square feet each (or 100 tiles) were delineated. The inspection determined that in the two areas, 48 of 100 tiles and 37 of 100 tiles revealed indications of damage. Currently, these worn tiles are degraded to the point of breaking. Tile breakage causes fiber releases and thus represents a hazard to occupants of Centennial Middle School. This area has manifested widespread indications of failure. Their continued presence in the school represents a latent hazard that may, at any time, manifest into an asbestos exposure to the occupants of the building.

In 1982, the U.S. EPA commissioned a study of potential for fiber release from VAT's (GCA-TR-82-16-G, Analysis of Fiber Release from Certain Asbestos Products). This study indicated that the useful lifespan of VAT's is 20 to 30 years. According to school district records these tiles were installed during the original construction in 1974, making them 44 years old. The study also points out that "the greatest fiber release occurs during removal". The study measured fiber exposure during "controlled" removal of tiles to indicate that fiber exposures can be significant; approaching 40 times the State defined maximum allowable fiber level (MAL).

Suspended Ceiling Tiles (SCT's) – Kitchen Area:

As described in the deficiency section above of Northside Elementary School damaged friable asbestos containing suspended ceiling tiles (SCT's) have been identified in the Centennial Middle School kitchen area. These tiles are friable and are subjected to the adverse conditions typically found in a kitchen environment. The tiles have sustained damage. As such, there is not a feasible way that school maintenance staff can maintain or access any of the building components present above the ceiling in this kitchen, including piping, ductwork, security components or wiring and fire suppression systems. At the Centennial Middle school, amosite has been identified as a component of the ceiling tiles at a concentration of 8% according to laboratory analysis.

SURFACING SYSTEM – Kitchen Area:

There is 867s.f. of asbestos containing drywall surfacing in the kitchen. This material has been subjected to damage from kitchen equipment. Asbestos containing building materials are not to be disturbed. High traffic and moving of large equipment through this space has led to damage of the surface system. Given the location of this material and the risk of potential asbestos exposures to student's food and staff, it is recommended to abatement this material along with the abatement of the SCT's noted above.

MERCURY CONTAINING RUBBER FLOOR – Gymnasium:

There is 11,005 square foot of mercury containing rubber floor located in the gym. This material was installed in 1974. Mercury is a well-documented hazardous material that has been installed in schools and other structures since the 1960's. Mercury was used to act as a catalyst in polyurethane material (MCPF). The flooring systems were designed to be a spongy cushion with a rubber like coating. The mercury content upon installation was likely 500-1,100 parts per million(ppm). The current level of mercury content within the product itself was analyzed at 340 to 480 ppm. This gym floor still maintains the potential to emit an odorless, colorless mercury vapor. According to New Jersey Education Association, "mercury vapor can damage the central nervous system, kidneys, lungs, skin and eyes and is especially harmful to young children and fetuses whose bodies are still developing. Therefore, children and pregnant, or soon-to-be pregnant, women and older students are the most vulnerable. The risk varies depending on how much mercury a person is exposed to, how long and often a person is

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exposed, and his or her age and health status. School staff that spends the most time in rooms with mercury-containing floors is likely to have the most mercury vapor exposure. For gym floors, this would likely be physical education and athletic staff. Custodians who clean and maintain the floors may also have significant exposure, especially if they use methods that raise dust or abrade the floor, such as buffing or vacuuming.” The mercury containing floor at the Centennial Middle School gym is approximately 46 years old. The floor has deteriorated and has become a serious health and safety concern. The mercury flooring product has ripped from the walls and currently is being treated with copious amounts of wax. The application of wax not only cannot prevent the likely trip hazard as you enter and exit the room but is not recommended for mercury containing floors. The deterioration of the rubber surface is characterized by a grey traffic pattern of a worn surface. This worn surface cannot be repaired as there are no known technologies to remove mercury from the floor to repair. Therefore, to permanently eliminate the health and safety hazard of a mercury-containing floor is to remove it. Removal of the mercury containing floor should be conducted to comply with OSHA air monitoring method, ID-140. According to OSHA, “This method provides adequate sensitivity (qualitative detection limit 0.01 µg* and quantitative detection limit 0.02 µg*) for measuring workplace atmospheric concentrations of elemental mercury. It offers the choice of collecting samples passively on a lightweight, economical dosimeter or actively on a sorbent tube. The passive dosimeter and sorbent tube each collect mercury vapor only. The sorbent tube may be used with a pre-filter to collect both vapor and particulate mercury and can be used to determine compliance with the OSHA PEL of 0.1 mg/m³ (TWA) as total mercury (vapor + particulate) In addition, Plateau recommends the monitoring of air pressure and mercury vapor levels (NIOSH method 6009) outside the contained areas for potential cross contamination.

Montrose High School

Thermal System Insulation – 1941 Original Building:

As described above, this TSI is also a concern for many of the same reasons stated above, with our other schools. The oldest portion of the Montrose High School was constructed in 1941. The original school foundation incorporated a perimeter tunnel system containing pipes distributing steam to heating appliances in each room. The total length of the tunnel system is approximately 1000 feet. There are from three to five pipes transiting through the system all of which are insulated with friable asbestos containing insulation on the pipes and fittings (TSI). The system appears to be largely abandoned at this time as evidenced by inspections. We have inspected the condition of friable asbestos containing TSI visually from four access points. The TSI on these pipes is heavily degraded and has fallen from the pipe or has been significantly damaged as evidenced from the inspected areas. Estimated damaged friable TSI is 1500 linear feet, including insulated fittings, most of which have completely disintegrated from the humid conditions in the tunnel. This constitutes a major fiber release as defined by Colorado Regulation 8, Part B. Access has been restricted at key locations to prevent personnel entry. However, these access restrictions are not adequate to control air flow through the tunnel systems. This has been confirmed by observation of air currents exiting openings and/or joints along the tunnel system. The tunnel is peppered with penetrations that were formerly used for pipe branches into student classrooms and corridors. There are at least five unsealed openings to the space of which we are aware.

All multi-level buildings are subject to “stack effect” (a.k.a. known as chimney effect). Since buildings are not totally sealed, the stack effect will cause air infiltration. During the heating season, the warmer indoor air will rise through the building eventually escaping from openings or infiltrating to the outdoors. The rising warm air reduces the pressure in the lower portions of the building, drawing air from the lowest areas. In other words, warm air rises due to greater buoyancy. The pressure differential caused by the stack effect causes air flow and infiltration of air from sources outside the heated area, for instance the basement and tunnel system. Similar pressure driven air flows in buildings are also caused by weather phenomenon. This pressure difference causes large flows of air from the lower portions of a building to the upper portions of the building. Stack effect is what causes the flow of air we have observed in the tunnel system in this school. Further documentation regarding stack effect can be found in ASHRAE HVAC Applications 2011, page 53.2. Utilizing the methodology referenced therein, we have determined that a stack driven pressure effect of 0.04” water column or higher is possible in this school. This can cause a significant air flow through the tunnel system. If air flow is sufficient, the air will loft asbestos fibers into the air stream and disseminate them into the building exposing students and staff.

Vinyl Asbestos Tiles with Associated Asbestos Containing Baseboard Mastic – Cafeteria:

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The cafeteria of this school contains 7,328 square feet of vinyl asbestos tile (VAT) and asbestos containing mastic in addition to 650 linear feet of asbestos containing vinyl baseboard mastic. Assessment of the tile condition was accomplished by establishing four random areas for visual quantification damage. The tiles were inspected for chipping, cracking, distortion or lack of adhesion. In the four areas, the numbers of damaged tiles are reported as 98 of 100, 20 of 24, 20 of 50 and 22 of 50. Averages of 66% of the tiles in this area are damaged. These tiles are in an advanced stage of failure and have exceeded their useful life span and ongoing maintenance cannot continue to preserve them for continued use. According to school district records these tiles were installed in 1969, making them 49 years old. Please refer to our previous discussion on damaged VAT for justification and rationale.

Proposed Solution to Address the Deficiencies Stated Above:

Northside Elementary School

Suspended Ceiling Tiles – East Wing:

The only acceptable solution is to abate the friable asbestos suspended ceiling tiles (SCT'S) following Colorado Reg. 8, Part B, NESHAP, AHERA and OSHA requirements. The ceiling tiles, even in an undamaged state, are considered high risk.. The Montrose County School District has taken the only proactive steps available to them which include the restriction of access to any piping, wiring and security features located above the ceiling tile grid along with asbestos air monitoring for Maximum Allowable Asbestos Limits (MAAL). MAAL sampling is performed when there is a concern of exposure; however, in this case the risk of exposure is highly variable. MAAL sampling is not designed to put off or replace abatement but merely to identify if fibers are released in the air exceeding the limits designed by Colorado Reg. 8, Part B. MAAL sampling is usually performed when a potential accidental release of asbestos fibers has occurred.

Floor Tiles – East Wing:

It would be prudent to remove the carpet covered vinyl asbestos tiles (VAT's) contemporaneously with the removal of the SCT's, considering they occupy the same space. The reasoning for this abatement is explained as follows. An asbestos abatement contractor would be required to initially HEPA vacuum, then cover all carpeted areas with 2 layers of plastic as part of their containment. After abatement of the suspended ceiling tiles, the contractor would again HEPA vacuum followed by steam cleaning of the carpet. By eliminating this required protection and cleaning, the district saves on the overall cost impact in a few areas. Example: A portion of the VAT's abatement cost would be deferred, the costs associated with mobilization, set up and demobilization for an additional asbestos abatement, as well as the amount of work for the school district to prepare for abatement, (removing all desk, chairs, file cabinets, anything on the floor).

Cloth Covered Tack Boards – East Wing:

The solution is to abate the tack boards, 530 sqft since they are conterminous with the other identified material and their removal will represent a very small portion of the costs of the SCT's and VAT's abatement. The school district has, through required AHERA re-inspections, documented the condition of the tack boards and communicated with personnel not to disturb the tack boards due to asbestos content.

Restoration to Affected Areas:

After abatement, inspection and testing we will install new the ceilings insulation, grid & tiles. This would also be the appropriate time to replace all the old florescent light fixtures with LED light fixtures (2'x4' troffers). Additionally, all existing MEP, fire alarm, and security systems will be reinstalled. The flooring will be replaced with new vinyl tile flooring in the halls, and vinyl tile and carpet in the classrooms. Rubber cove base and transitions strips will also be installed. The tack boards will be replaced in all the corridors where they have been removed.

Olathe Middle/High School

Thermal System Insulation - Gymnasium Crawl Space:

At this time, the first of two required steps have been taken to respond to this event. Colorado Reg. 8, Part B -IV.H.5.b.(i) Restrict entry into the area and post signs to prevent entry in to the area by persons other than those necessary to perform the response action. Colorado Reg. 8, Part B -IV.H.5.b.(ii) Shut off or temporarily modify the air-handling system to prevent the distribution of fibers to other areas of the building. The first step has been accomplished by posting and locking the only access door to the space. The second step has been accomplished by sealing all known penetrations into the space. The third and final step of this process requires that abatement be "conducted by persons certified to conduct

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response actions, as specified in II.A.” a General Abatement Contractor (GAC). Until the time that a GAC has been retained, the area in question must remain off limits to all personnel and subcontractors. The GAC’s response will include properly controlling the environment and providing for decontamination of the effected area. The District is responsible for retaining a GAC to address the fiber release, including soil removal. At that time, it would be prudent to remove all of the TSI so that the school is not faced with the prospect of a repeat occurrence in the future. With limited access on the east side of the effected crawl space removal of several sections of the existing floor system and concrete block walls will required.

The District retained Plateau, Inc. to proceed with air monitoring services to determine if the Maximum Allowable Asbestos Limits, MAAL, have been exceeded. Laboratory analysis confirms the MAAL has not been found to be in excess of the State defined limit levels; however, this due diligence is not encouraged to replace proper abatement of the significantly damaged and highly friable TSI.

Restoration to Affected Areas:

As explained above to complete the abatement of the asbestos and contaminated soil, long strips across the existing gymnasium wood floor will be removed. Given the difficulty of tooting in a patch where the floor needs to be removed, the current age, and the wood remaining for sanding/refinishing this would be the appropriate time to replace the entire gym floor. For complete access the existing bleachers will need to be removed and reinstalled, along with some sections of the concrete block walls under the bleachers. Additionally the access door to the crawl space will need to be replaced.

Olathe Elementary School

Thermal Systems Insulation – Gymnasium Crawl Space:

Asbestos abatement is the only action available to properly address this issue. Abatement in this space will require removal of all contaminated materials and soil. Due to the small access door and confined space, removal of sections of this gym floor will be required, to ease in the load out of contaminated material and provide ventilation required for the abatement crew. This abatement will affect the entire gymnasium.

Plaster Ceiling Delamination – Gymnasium:

The gymnasium’s plaster ceiling should be overlaid with fire rated drywall attached with an approved fastening system.

Restoration to Affected Areas:

As noted above, sections of the wood gym floor will need to be removed. The 1952 gymnasium floor has had water damage buckeling and will not allow for any further sanding making it necessary to replace the entire floor as opposed to a sectional replacement. The plaster ceiling above the gymnasium will be overlaid with drywall. It would be appropriate at this time to remove the old inadequate lighting and install new LED protected fixtures. New bleachers will need to be purchased and installed to replace the non-salvageable 1952 bleachers that are damaged and worn. The access door in the gym floor will be replaced and relocated under the stage.

Centennial Middle School

Vinyl Asbestos Tiles (VAT’s) - Cafeteria/Commons:

A number of areas have been addressed by the district under a legitimate Operations and Maintenance approach as evidenced by the patchwork of miss-matched tiles in the space. It is clear that the opportunity to use an O&M process is out-paced by the advancing degradation of the tile. Large portions of these tiles are in a condition in which they can no longer be managed in any other way than a complete abatement.

Suspended Ceiling Tiles (SCT’s) - Kitchen:

The solution is to abate the suspended friable ceiling tiles following Colorado Reg. 8, Part B, NESHAP, AHERA and OSHA requirements. The Montrose County School District has taken the only proactive steps available to them, which include the

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restriction of access to any piping, wiring and security features located above the ceiling tiles.

Drywall Surfacing - Kitchen:

There is 867 square feet of asbestos containing drywall surfacing in the kitchen to be abated. This material has been subjected to damage from kitchen equipment. Given the location of this material and the risk of potential asbestos exposures to student's food and staff, it is recommended to abatement this material with the asbestos containing ceiling tiles. This abatement will require removal and reinstallation of the kitchen equipment, and stainless steel wall panels.

Mercury Containing Rubber Flooring - Gymnasium:

The solution is to remove the floor as soon as possible and properly dispose of the hazardous waste using the required environmental and health safety precautions.

Restoration to Affected Areas:

With these abatements the cafeteria, kitchen and gymnasium are affected. New floor tiles and rubber base will be installed in cafeteria area. The kitchen will require replacement of ceiling insulation, new grid work and ceiling tiles. This would be the appropriate time to replace the old florescent lighting to new LED fixtures. All of the ACM drywall in the kitchen area will be replaced with new drywall, finished, painted and covered in a durable FRP board in high use areas. The gymnasium floor will be replaced with either a poured rubber floor system or a hardwood floor on a sleeper system, with new code compliant bleachers, replacing the existing.

Montrose High School

Thermal System Insulation – 1941 Original Building:

To eliminate the continual risk of asbestos fiber exposure, this substantial amount of damaged friable asbestos must be abated as soon as possible according to Colorado Regulation 8, Part B. Multiple site visits by Plateau, Inc. confirmed the presence, locations and amounts for removal. The school district has restricted access by placement of a locked hatch door in the boiler room. Though entry into the space has been restricted for an unknown number of years, the required "response action" has not been conducted. The concern that no further response action steps had been completed has prompted testing of the air in adjoining areas. Plateau Inc. conducted testing of the air in the spaces above the crawlspace and found that no hazardous exposure currently exists. However, due to the incomplete nature of the response there is no certainty that the risk of future asbestos exposure to building occupants has been properly eliminated.

Vinyl Asbestos Tiles (VAT's) and ACB Baseboard Mastic - Cafeteria/Commons:

Large portions of these tiles are in a condition in which they can no longer be managed in any other way than complete abatement. A number of areas have been addressed by the district under a legitimate Operations and Maintenance approach as evidenced by the patchwork of miss-matched tiles in the space. It is clear that the opportunity to use an O&M process is out-paced by the advancing degradation of the tile.

Restoration to Affected Areas:

The door to the boiler room will need to be reinstalled after all the TSI has been removed from the basement/crawl space area. New floor tiles and rubber base will be installed in the areas effected by VAT abatement.

How Urgent is this Project?

The urgency of completing these projects, in full, is of highest priority for the health and safety of our staff, students and community. Devastating health impacts of hazardous materials like asbestos and mercury are well documented. If this grant were not awarded, the district would be forced to select only a portion of this work to abate this fiscal year. Prioritizing abatement at one school instead of another could imply the health and safety of students and staff at one facility is more important than the health and safety of students and staff at another facility, an impossible quandary for the district. These projects have the potential to create a more safe and healthy environment for 3,643 students and staff, 54% of our entire district.

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?

Montrose County School District 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. We implement scheduled maintenance and warranty inspections for all capital construction repair or replacement projects soon after project completion. Training of maintenance and custodial personnel on new components and systems are incorporated into the contract documents. Training sessions takes place at various stages during project construction. This helps insure a successful maintenance/care program, allowing us to get the best performance and longevity out of the entire project. 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 \$220.32 per pupil into Capital Reserve. 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 school facilities submitted in this grant for abatement were all constructed as schools within the Montrose County School District. At the various times of construction, the materials and methods were consistent with best practices and compliant with governing codes.

Northside Elementary:

Northside Elementary located at 528 N Uncompahgre in Montrose, was originally constructed in 1969 by the school district. It was intended to be an elementary school for the district and has remained an elementary school to serve the students on the north side of the Montrose community.

Olathe Middle/High:

The current Olathe Middle School located at 410 Hwy 50 in Olathe was constructed in 1970 by the school district. The old Olathe High School that shared the same campus was rebuilt as an attachment to the middle school to form what is now Olathe Middle/High. This campus has always served as the location for the Middle and High School for the town of Olathe.

Olathe Elementary:

Olathe Elementary School located at 326 N. 3rd Street in Olathe was constructed in 1912, burned in 1924, was rebuilt on the original site to be an elementary school. The Gymnasium was added in 1952. The classroom portion was removed in 1992 when a new administration and classroom wing was attached to the 1952 gym. It has always served as an elementary school for the school district.

Centennial Middle School:

Centennial Middle School located at 1100 South 5th Street in Montrose was constructed for the school district in 1974. The north building housed Johnson Elementary. The south building was Montrose Junior High School. A new Johnson Elementary was constructed in 2004 at 13820 6700 Road in Montrose to relieve overcrowding. At that time the north building became part of the current Centennial Middle School.

Montrose High School:

Montrose High School, located at 600 south Selig Avenue in Montrose was constructed by the School District in 1941. It was built as a high school and remains as the district's high school, serving students from Centennial and Columbine Middle Schools.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

All of the facilities discussed in this grant have undergone capital improvements at one time or another. It would be accurate and important to note that the improvements have been for the most part additions, to provide for the increase in student body as our community has grown. Additional improvements also include, HVAC upgrades and Roof replacements.

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Northside Elementary School:

Northside Elementary has had two additions. The first in 1983 added a gymnasium and classrooms (funded by Capital reserve and local bank loan). The second in 2008 created additional classrooms as part of a successful bond passed by the voters in 2002. The original 1969 facility was reroofed in 2010, along with a HVAC upgrade in 2011 (funded through Capital Reserve and CDE BEST Grant). No other capital improvements have been made in the last three years.

Olathe Middle/High School:

Olathe Middle/High School, with additions and improvements in 1993, 2004, 2006 (all funded by successful bond measures). Most recent capital projects here were the installation of new roofing over the middle school gymnasium and stage in 2016. A comprehensive storm water management project and exterior sports bleacher replacement in 2017 (funded through the Capital Reserve).

Olathe Elementary:

At the Olathe Elementary School site, the 1952 Gymnasium is all that was kept intact when the 1992 administration, classroom addition was constructed (successful bond funds). There was another addition in 2004 to provide classrooms and restrooms for increased enrollment (funded through part of a successful bond passed by voters in 2002). The most current capital improvement has been HVAC upgrades to the 1992 administration and classroom wing in 2017 (funded through the Capital Reserve).

Centennial Middle School:

Centennial Middle School, has undergone roofing and HVAC upgrades in 2011 funded through Capital Reserve and BEST Grant Funds. The most recent capital improvements were constructed in 2017. The Main Entrance Security remodel (funded through Capital Reserve) and a playground improvement project (funded through a Colorado Health Foundation Grant).

Montrose High School:

Montrose High School, has had several additions with other buildings added to the campus to compliment educational programs and athletics. These occurred in the years, 1974, 1980, 1992, 1998, 1999, 2000 and 2003. Recent capital improvements have been: HVAC replacement in the 1941 classroom section in 2015 (funded through an ESCO Loan and Capital Reserve), Wood Shop Electrical Upgrade (funded through Capital Reserve and BEST Grant). Campus wide ADA access improvements in 2015, 2016, and 2017 (funded through Capital Reserve). Four large roof replacements in 2016 over the library, wood shop, kitchen/cafeteria and auxiliary gym (funded through Capital Reserve). Additionally, in 2016 we installed a new roof and HVAC system on the Art building (funded through Capital Reserve).

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

None at this time.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The capital outlay budget is a district wide number, based on the following:

1. The priorities of our master plan for the fiscal year;
2. The revenue for the cap reserve and general fund

Current fiscal year budget for fund 43 is \$1,285,000 or \$220.32 per FTE.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$1,113,864.57	CDE Minimum Match %:	61
Current Applicant Match:	\$1,742,198.43	Actual Match % Provided:	61
Current Project Request:	\$2,856,063.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Capital Reserve Fund

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Future Grant Requests:	\$0.00	Escalation %:	9
Total of All Phases:	\$2,856,063.00	Construction Contingency %:	5
Affected Sq Ft:	52,246	Owner Contingency %:	12
Affected Pupils:	3,265	Historical Register?	No
Cost Per Sq Ft:	\$54.67	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$24.16	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$30.50	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$874.75	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	138	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	5,718	Bonded Debt Approved:	\$21,700,000
Assessed Valuation:	\$494,302,448	Year(s) Bond Approved:	16
PPAV:	\$86,447	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$6,696,371	Year(s) Bond Failed:	
Median Household Income:	\$44,007	Outstanding Bonded Debt:	\$4,750,000
Free Reduced Lunch %:	47.5%	Total Bond Capacity:	\$98,860,490
Existing Bond Mill Levy:	4.15	Bond Capacity Remaining:	\$94,110,490
3yr Avg OMFAC/Pupil:	\$1,231.22		

● **Facilities Impacted by this Grant Application** ●

MANZANOLA 3J - PK-12 Addition and Remodel - Manzanola ES - 1925

District:	Auditor - Manzanola 3J
School Name:	Manzanola ES
Gross Area (SF):	22,807
Number of Buildings:	1
Replacement Value:	\$4,495,887
Condition Budget:	\$2,465,625
Total FCI:	0.55
Adequacy Index:	0.29



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$671,241	\$732,841	1.09
Equipment and Furnishings	\$86,586	\$108,232	1.25
Exterior Enclosure	\$441,779	\$397,042	0.90
Fire Protection	\$1,060	\$0	0.00
HVAC System	\$456,594	\$93,585	0.20
Interior Construction and Conveyance	\$875,067	\$379,695	0.43
Plumbing System	\$365,220	\$274,248	0.75
Site	\$502,600	\$479,982	0.95
Structure	\$1,095,741	\$0	0.00
Overall - Total	\$4,495,887	\$2,465,625	0.55

MANZANOLA 3J - PK-12 Addition and Remodel - Manzanola Jr/Sr HS - 1975

District:	Auditor - Manzanola 3J
School Name:	Manzanola Jr/Sr HS
Gross Area (SF):	53,835
Number of Buildings:	4
Replacement Value:	\$10,224,704
Condition Budget:	\$4,704,486
Total FCI:	0.46
Adequacy Index:	0.31



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,155,149	\$1,901,263	0.88
Equipment and Furnishings	\$121,321	\$138,828	1.14
Exterior Enclosure	\$835,184	\$496,511	0.59
Fire Protection	\$136,552	\$935,119	6.85
HVAC System	\$1,063,661	\$572,323	0.54
Interior Construction and Conveyance	\$2,271,513	\$956,042	0.42
Plumbing System	\$701,893	\$326,799	0.47
Site	\$904,469	\$244,829	0.27
Structure	\$2,034,963	\$89,645	0.04
Overall - Total	\$10,224,704	\$5,661,359	0.55

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Applicant Name: MANZANOLA 3J

County: OTERO

Project Title: PK-12 Addition and Remodel

Applicant Previous BEST Grant(s): 0

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

If Yes, please explain why: Manzanola previously submitted and was awarded a BEST grant. A bond election was held in November 2017 and did not pass. This is an updated project.

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 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 checked="" type="checkbox"/> Land Purchase |
| <input checked="" type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Manzanola is located in Otero County, on the Arkansas River, 50 miles East of Pueblo. Total population of Manzanola in 1910 was 428, it rose to a peak of 578 in 1930, came back down in the 1070s, and has been steady around 400 since. In 2015 the population was 421.

The area is agricultural, dependant on the river for irrigation, and of modest means. 2015 Per Capita Income for Otero County was \$34,590. For 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 engaged in revitalization efforts. In 2016, a grant was received from Colorado Trust for investments in the Town. Because it is generally understood that the school is the heart of the community, a portion of the Grant was given to the District to fund a facilities planning effort. The 2017 BEST grant application was the byproduct of that Facilities Master Plan Update.

District academic performance is on the rise. CDE has rated District performance as "Accredited" and the District is very near "Accredited with Distinction". In spite of the strong academic performance, the Community recognizes that facilities conditions are in decline, and there is genuine concern that the facilities are affecting the District's ability to attract and retain both students and staff. No major investments in school facilities have taken place since their initial construction. We are forced to repair and maintain as we can, and the District is unable to keep up. The Community and District wants to prepare, educate and enable students to stay in Manzanola after graduation if they choose 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.

The District has a current enrollment of 130 students and conducts classes in seven different buildings on two separate campuses. The District owns and operates 81,781 square feet of academic and administrative space, or 629 square feet per student.

The 2016-17 planning process proposed a consolidation of all seven academic buildings into one new building that would be safe, secure, and healthy. Consolidation would eliminate the on-going band-aid approach to facilities, drastically reduce security concerns, and would reduce overall square footage needing to be operated.

The 2016-17 process also involved discussion of our 1925 building. It is loved by the community, but is aging, in need of constant repair, and it's configuration creates suitability issues. Several options were considered. 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 buyer.

A BEST grant was received in 2017 to help fund the project. The bond election in November of 2017 to raise the District's

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financial match did not pass. A great deal of time and energy has gone into trying to understand what happened, and why it didn't pass. A new school board was elected and has been actively reaching out to the community to learn why. An online survey was conducted along with multiple board work sessions, and informal outreach efforts.

After listening to our community and re-evaluating District needs and priorities, The District has developed an improved plan that will have greater community support. Consolidation remains a top priority, but it is agreed that continuing to use the 1925 building is essential. The District, Staff, Board, and Community are committed to this plan and ready to move forward.

Deficiencies Associated with this Project:

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.

This project would consolidate these seven aging academic buildings into one secure 21st century facility. This would reduce total District footprint by more than 20%, 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 two years, 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, and 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 44.8
Main 62.1
Butler Barn 70.1

Jr / Sr High School Totals 43.2 62.1
Site 56.0

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Main 33.6

Gym 56.8

Science 52.0

Bus Barn / Welding 53.1

Vo Tech 53.9

The biggest concern for the elementary school is the size of the site. The building sits on a 2-acre parcel with no parking lot, no receiving area, no parent drop off area, no bus area, and no room to add any of these.

As options for renovation, consolidation through expansion, and replacement have been considered, both sites were discussed extensively. Both are significantly undersized, and make additions and major site improvements impractical. When considering the elementary building alone, it seems that updating the building may have been appropriate, but when considered in the larger context, and evaluated against the planning priorities and criteria, it became clear this building cannot be improved to meet the District's goals. In the end, consolidating District facilities at the High School through addition was identified as the priority. This will require purchasing additional land to support the addition and site improvements to create safe and efficient vehicular and pedestrian circulation.

Primary District-wide 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.

4.1.6 Mechanical Systems - Heating, Ventilation, and Air Conditioning (HVAC) - Both the Elementary school and the Jr/ Sr HS currently have inadequate ventilation/ outside air. Both buildings have areas where the current systems are not capable of maintaining appropriate indoor temperatures.

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 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 lead 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

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4.1.9 Means of Egress - District wide egress deficiencies include non compliant hardware, non 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 25-35% per year

The District is currently paying to staff, heat, cool, and maintain excess square footage. By consolidating all seven existing buildings into a single consolidated PK-12 school, eliminating redundant offices, classrooms, and other support spaces, the District could reduce their total footprint by nearly 20,000 square feet.

Proposed Solution to Address the Deficiencies Stated Above:

Planning Context and Previous Efforts:

Manzanola School District has gone through a facilities planning process multiple times; in 2003 , 2010, 2016-17, and now again in 2017-18. The existing Facilities Master Plan is the product of these four 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 facilities due to insufficient funding. The District was not confident that the community would support a bond referendum.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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.

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

A Best grant was received to support this plan and a bond election was held in November of 2017 to raise the District's matching funds. The election did not pass.

2018 Process and Plan:

Manzanola School District has a five member School Board. Three members are new to the board as of November 2017. The first order of business for this renewed Board was to reconsider facilities, the 2017 BEST grant and plan, and the bond election.

An effort was made by the District and Board to understand why the bond did not pass. This was done formally through a community survey and informally through countless one on one conversations. In a town of this size, much of this community work takes place face to face, in conversations in living rooms, on porches, etc. The primary issues identified were related to political complexities around land acquisition and concerns over what would happen with existing facilities.

The new School Board met with our CDE BEST representative, and conducted a series of work sessions to educate themselves about the previous planning process, and to determine if another grant should be submitted. It was determined that the District should revise their plan to one that would achieve greater community support and apply for a BEST grant again. In these meetings, the renewed Board:

Reviewed and discussed existing deficiencies and needs identified in the previous planning effort.

Reached out to the community and reviewed all previous community input and sentiment that been gathered over the last 18 months

Generated a revised list of planning criteria to inform a new facilities plan.

Compared the revised criteria to multiple options that had been previously considered, and a new plan was developed.

Revised Planning Criteria

Support shared community use

Safe, Secure, handicapped accessible, & welcoming sites & facilities

Plan for a financially sustainable facility

Plan for innovative programs that meet the needs of all students

Continue to use the MS/HS

Separation of ES students from MS/HS students is important

Maximize community support of the plan

Improved gym(s) that meets our program and community needs

Minimize disruption of school operations during construction

Options Considered:

Wait, Repair and Update as Possible

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Build a new consolidated PK-12 school on a new site
Addition to Jr/Sr HS to consolidate, new gym
Addition to Jr/Sr HS to consolidate, preserve existing gym

Through discussion, consolidation through addition was identified as the most appropriate plan. A matrix was used to compare those two options against the revised criteria. The Group discussed further the options, the criteria, and defined a new plan.

The 2018 Facilities investment plan:

Seek a buyer for the Elementary School facilities. If no buyer comes forward with a plan that is agreeable to the town and the District after one year, the facilities will be demolished, the site cleared and put up for sale and future development
Demolish all other outbuildings and facilities at the Jr / Sr High School campus and clear the site
Do a major addition to the 1925 Jr / Sr High School building to create a new consolidated K-12 school.
Modify the site to support consolidated District programs and support safe and secure vehicular and pedestrian circulation
Purchase new land adjacent to the Jr / Sr High property to support the addition and site improvements.

The District, our Staff, our Board, and our Community are committed to this plan and ready to move forward.

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, 2017 and now in 2018. 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:

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 owns and occupies seven different academic buildings. All of these were built by the District, and as such were new and in good condition when purchased. This project pertains to all of them.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

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 its 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 will 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:

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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, but no other significant re-investments have been made in the facility since its construction.

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? Include \$/FTE for the prior fiscal year:

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.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Over the past five years the annual utility costs for the School District have averaged \$155,000 to \$160,000. The current operational square footage is 81,781. The planned total square footage is 64,429, which is a 21% decrease in SF. Designed as a high-performance facility, the planned renovation / addition will be more energy efficient. Therefore, with less square footage and a high performing facility, the District anticipates a 25% to 35% drop in annual utility costs.

Current Grant Request:	\$30,747,768.00	CDE Minimum Match %:	26
Current Applicant Match:	\$2,018,153.00	Actual Match % Provided:	6.159304968
Current Project Request:	\$32,765,921.00	Is a Waiver Letter Required?	Statutory
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	Bond Election Nov. 2018
Future Grant Requests:	\$0.00	Escalation %:	8
Total of All Phases:	\$32,765,921.00	Construction Contingency %:	5
Affected Sq Ft:	64,400	Owner Contingency %:	7.5
Affected Pupils:	140	Historical Register?	No
Cost Per Sq Ft:	\$508.79	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$102.45	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$406.34	Is a Master Plan Complete?	Yes

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Cost Per Pupil:	\$234,042.29	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	460	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	132	Bonded Debt Approved:	
Assessed Valuation:	\$10,090,765	Year(s) Bond Approved:	
PPAV:	\$76,157	Bonded Debt Failed:	\$1,958,000
Unreserved Gen Fund 16-17:	\$1,043,327	Year(s) Bond Failed:	17
Median Household Income:	\$31,429	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	66.9%	Total Bond Capacity:	\$2,018,153
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$2,018,153
3yr Avg OMFAC/Pupil:	\$3,363.05		



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)	\$8,519,139
B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2017/18 AV x 20%):	\$2,018,153
C. New proposed bonded indebtedness if the grant is awarded:	\$2,018,153
D. Current outstanding bonded indebtedness:	\$0
E. Total bonded indebtedness if grant is awarded with a successful 2018 election (Line C+D):	\$2,018,153

School District: Manzanola School District 3J
Project: Manzanola PK-12 Addition and Renovation
Date: 2/23/2018

Signed by Superintendent: 

Printed Name: Tom Wilke

Signed by School Board Officer: 

Printed Name: Larry Padilla

Title: Board



Josh Grenier <jgrenier@woldae.com>

Letter of support for 2018 BEST grant

emurphrey@bresnan.net <emurphrey@bresnan.net>
To: Josh Grenier <jgrenier@woldae.com>

Thu, Feb 22, 2018 at 11:28 AM

Ellen Murphrey

200 S. Catalpa / PO Box 84

Manzanola, CO 81058

February 19, 2018

BEST Board

Dear Board Members,

I am a resident of Manzanola and was a member of the 2016-17 Facilities Planning Committee and was heavily involved in the bond campaign leading up to our unsuccessful bond election in November of 2017.

First, I would like to thank you for your time and consideration of our BEST Grant application.

We have reflected as a community about our previous plan and why our bond election didn't pass. We now know that the site for a new school was a very complex issue not fully supported by the community. The other major hurdle that we were unable to satisfactorily overcome prior to the vote was the 1925 high school building. Many people were upset that the building might be mothballed and abandoned. These issues have been studied extensively and the solutions arrived at and put in the new plan are, in my opinion, much easier to present to the residents and win their support.

The safety and security of the students is of utmost importance along with providing a modern facility to provide our children with the technology and tools they need and deserve. I support the project 110%. We have a new plan that will have greater community support – it's the right plan for Manzanola - We Can do it this time!

Regards,

Ellen Murphrey

Mayor Pro-tem, Town of Manzanola

From: "Josh Grenier"
To: "Ellen Murphrey"

Manzanola 3J School District

Tom Wilke, Superintendent
301 S. Catalpa St.
Manzanola, CO 81058
(719) 462-5528
tom.wilke@manzanola.k12.co.us

February 6, 2018

BEST Board

Dear Board Members,

The Manzanola School Board would like to sincerely thank you for the BEST Grant opportunity presented to our district last year. The Board, along with many community leaders, school personnel, and families in the district, was heartbroken when the Bond Election did not pass. We, as the School Board and members of the community, are fully committed to ensuring the Bond Election is successful this time around.

We have listened to our constituents and reflected on why we fell short on the necessary votes. We conducted an online survey and spent hours speaking to residents informally around town, in the local market, restaurant, and hair salon, and we learned a great deal. We learned that complexities around purchasing land for the new school created major concern in our community. We also learned the community felt strongly that the District should continue to use our 1925 building.

We have spent time reflecting on our priorities and have defined a new plan that will have greater support within our community. This is the right plan for our kids, and the right plan for Manzanola. The newly elected Manzanola School Board is dedicated to ensuring the success of the new Bond Election if we are fortunate in receiving a second opportunity. We thank you for your support and look forward to working with you in the future.

Sincerely,

The Manzanola School Board

● **Facilities Impacted by this Grant Application** ●

OURAY R-1 - Pk-12 Supplemental - Ouray ES/MS/HS - 1937*

School Name: Ouray ES/MS/HS

Number of Buildings:	2
All or Portion built by WPA:	
Gross Area (SF):	57,566
Replacement Value:	\$17,783,234
Condition Budget:	\$11,012,285
Total FCI:	61.93%
Energy Budget:	\$0
Suitability Budget:	\$3,375,000
Total RSLI:	8%
Total CFI:	80.9%
Condition Score: (60%)	2.86
Energy Score: (0%)	2.15
Suitability Score: (40%)	3.90
School Score:	3.27



*2009 Assessment Data

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: OURAY R-1

County: OURAY

Project Title: PK-12 Supplemental

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 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 checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input checked="" type="checkbox"/> Other Retaining Wall on the playground |

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

Ouray School District R-1 was established in 1883 to provide education for the remote mining community of Ouray, Colorado. The original structure was replaced in 1937 and has since been expanded four times. The facility consists of a single K-12 building and a separate gymnasium building with the cafeteria. The City of Ouray is still a geographically isolated, high altitude, a working-class community with an economy based on seasonal tourism and light mining industry. Ouray has 1,013 residents with 283 families. The school district presently has 192 students, which is similar to the historic average.

The school has been at the heart of this rural community throughout its history, providing an educational, cultural, and social focal point. Many of today's residents are Ouray School graduates and parents of current students and continue to participate in school activities. The school has a historical record of high academic achievement and has produced many highly successful graduates. The school is the City's largest employer, providing 42 local jobs. New families in the community often cite the excellence of Ouray School as a reason for relocating.

Ouray School staff, administration, and community have worked hard to bring academic excellence to our unique, mountain community. The district is one of only eleven in the state that has been "Accredited with Distinction" by CDE for seven consecutive years. It has also received the Governor's Distinguished Award and the John Erwin Award. The Middle has been rated 5th in the State at academic achievement and the Elementary is currently rated 4th in the State at academic achievement as rated by Colorado School Grades. Our Preschool is rated a Level 4 preschool in the State. The school is an ESEA Reward School.

As the community's stand-alone educational institution, Ouray School has always dedicated itself to providing a complete and diverse educational opportunity in a sparsely populated area. The school is a one-round school (meaning we have one classroom each for a pre-K-5 grade), PreK-12, all under one roof. The school integrates an excellent educational program in math, literacy, and core subjects from kindergarten through high school. Art, PE, and Music programs are available at all levels. A Gifted and Talented program is available 3-12. Health, Band, Choir, Technology, Reading, and Drama are offered in Middle School.

The High School offers AP and college-concurrent courses, French, Spanish, and Russian. Additional High School Electives include Architecture, Outdoor Education, Theater, Film, Radio, Business, Web Design, Computer Applications, Applied Technology, and Psychology. The High School offers Technical, Academic, and Honors Diplomas. The Colorado Model Content Standards are met with our academic programming.

The K-12 building has two safety issues which require immediate attention. The HVAC system which was redesigned does not adequately function. This issue was just brought to our attention and a study completed over the winter break 2017-2018 by Monadnock Mineral Services discovering temperatures and geothermal heating in the building creating unsafe working environments.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

The retaining wall on the west side of the playground is in danger of collapsing. This issue was part of the original scope of our 2015-2016 application, however, the retaining wall on our playground was pushed to the side during our construction phase when the focus was finishing the inside of our building.

A small operating budget due to the small, rural nature of our community limits our completion of these two issues. The school has prioritized resources to maintain and grow academic excellence at the expenses of larger renovation projects even though they know the needs of finishing both of these projects.

Deficiencies Associated with this Project:

The ability of the K-12 building to provide a safe, healthy and secure environment for education needs to be completed in order to finish our building. This needs to be done in two areas.

The school district is pursuing a BEST Grant in order to finish and complete these corrections on our scope of work from our previous BEST Grant. Our building is a million times better than when we started but we really need to complete this and finish the work correctly.

The following project details were derived from a professional facilities assessment. This list includes the deficient categories most critically important with regards to health, safety, and security.

1. HVAC- Mechanical Ventilation and air circulation throughout the building has improved, however with the recent discovery of Geothermal, this area is inadequate. Radon mitigation and air quality is still a concern. After current tests this month, Radon levels are still higher than desired. Temperature control in the center portion of the building is an issue and the rooms are still hot (ranging from 78 to 80 degrees) in the library, basement rooms, administration rooms, staff lounge, mental health, nurses office and principal office. Our ground level and basement rooms should be 65 degrees, however, they range in the 75 to 80-degree range.

2. Foundation failures need to be repaired. A stacked stone retaining wall for the playground is bowing which presents an imminent threat of failure. This could result in the wall collapsing onto a public sidewalk.

Proposed Solution to Address the Deficiencies Stated Above:

The District has engaged RTA Architects of Colorado Springs to develop an integrated plan to address the buildings HVAC deficiencies. RTA will design and inspect these solutions in accordance with the most recent applicable architectural, functional and construction standards and codes.

The district will conduct bidding for the contractors and consultants in a fair, competitive and transparent process in accord with our policy that "...all bids shall be opened in public by appropriate district officials or employees at the time specified, and all bidders shall be invited to be present."

The solutions are detailed below.

1. HVAC-1.Economizer/Night Purge and rebalancing option:

a.Rebalance the existing energy recovery unit #2 (ERV2) to increase airflow to the geothermally heated areas (ie. FC24=Nurse, Counseling, CHASA; FC27=Teacher's workroom; FC30=Superintendent's Office; FC=28=Finance, reception, asst. principal.) This may require upsizing some of the branch ducts serving the individual fan coils.

b.Rezoning the area served by FC28 and adding ceiling-mounted radiant heating panels in offices for better temperature control. With the fluctuation of heat gain seen from the neighboring hot springs, this unit serves two very different temperature zones.

c.Pros: This option utilizes a lot of the existing system. It's the cheapest option to implement from both an upfront, energy and long-term maintenance cost perspective.

d.Cons: The cooling effectiveness for this option decreases with the increase in outside air temperatures. Cooling is no longer achievable once the outside air temperature rises above the desired room temperature (74-76F). This is not the most effective method for spaces with year-round occupancy.

e.Budget estimate: \$3,000 - \$5,000.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

2. Multi-split option.

- a. Install individual wall mounted AC units in each affected space served by the fan coils mentioned above in option#1. Each AC unit will need to pipe to an outdoor mounted condensing unit. Most likely the north side of the school next to the others.
- b. Pros: Each space gets individual control not just per fan coil zone. Best option from a comfort standpoint.
- c. Cons: More equipment than options 1 and 2 so energy, maintenance, and the upfront cost will be larger than the previous options.
- d. Budget estimate: \$30,000 - \$35,000.

3. Retaining walls will be fixed (rebuilt) at the west wall of the playground. Drainage will be improved in trouble spots. The rest of the retaining wall repointed and the playground dug out and structure added to the playground to prevent this from happening again. This plan does include reusing our original stone wall to the point of numbering the stones and placing them back in the same order.

4. Landscaping and turf improvements are needed. The work to repair the wall will destroy the landscaping and turf above. It is important to repair these aspects returning it to full use for the students of Ouray. The landscaping is xeriscaped to allow for low continued maintenance and watering efforts.

How Urgent is this Project?

The deficiencies at the Ouray School are of immediate concern.

1. The HVAC system affects learning as the optimal temperature according to the University of Scranton: At 61 degrees, students averaged a score of 76%, At 81 degrees, students averaged a score of 72% and At 72 degrees, student achieved an average score of 90%. The rooms which hit 80 degrees are an increase of heat stroke for our office staff and library which is a concern. By adding fans, the temperature went up by 2 degrees in our CHASA office.
2. Air Quality is still not up to standards as Radon Testing still is high and an issue.
3. Retaining wall at the west playground is bowing to the point of imminent failure, fractures and distortion.

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 project items below are in conformity with Public Schools Construction Guidelines in each of the following categories

1. HVAC Project- 4.14. mechanical Systems safe and efficient. 4.1.4.1 air quality. 4.1.8.2 radon testing.
2. Historical significance of structure- 4.5
3. Foundation- 4.1.1. sound structural foundations

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

Ouray currently funds both a Capital Reserve Fund and an Operations and Maintenance budget line item for building and site replacement/maintenance. To date, these monies have been sufficient to keep the facility in a minimally functioning condition.

Our plan is to contribute \$100/student/year to a dedicated Capital Renewal Reserve within our Capital Reserve Fund. This budget item is dedicated to the replacement of the K-12 building items that have a predictable lifespan and replacement date. This plan will significantly improve the school district's ability to adequately maintain the facility. Funds from the Capital Reserve Fund, to be replenished as required, will be used for the gymnasium building. With the K-12 building improvements to be performed as a result of the current project, continued funding at current levels of the Operations and Maintenance budget will be sufficient to maintain both buildings.

Both of these project's components are expected to last the lifetime of the building and should need maintenance funding, but no replacement funding from the Capital Renewal Reserve Fund. These include ducting, HVAC, and foundation

BEST FY2018-19 GRANT APPLICATION SUMMARIES

improvements.

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 Ouray K-12 building at Ouray School District R-1 is a single building consisting of additions to the 1937 structure. Additional building space was added in 1965, 1977, 1996 and 2003. The building was built as new construction, on-site, for each addition. The building houses PreK-12 classrooms, the library, multipurpose room, and district administration.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The Ouray School District R-1 received the BEST Grant in FY2015-16 and as a result, re-roofed the entire building changing the structure from a flat roof to a pitched metal roof. Fresh air was added to the building, new high-performance windows, new flooring, new leveling for the floor, fresh paint, new WIFI added to each room, a complete restructure for the district administrative offices, a vestibule for safe schools, new fire sprinklers, new fire alarm, an elevator, a new structure for the library, math, conference room, and social studies rooms, new thermostats, full spectrum lighting, an upgraded performance arts center with new sound reflectors, a new side entrance added, an ADA hallway in elementary, all the bathrooms upgraded with new tile, stalls, toilets and sinks all ADA compliant. Outside the sidewalks were improved, a small portion of paving across 7th Avenue, a new curb, and gutter as well as a wall for safety on the east side of the building, new doors, new exterior lighting. A new HVAC system, new electrical system including electrical panels and circuits as well as grounding of the electrical system, new plumbing with a backflow preventer, a new nurses office, administration offices, mental health office, a new reading room, staff lounge, and front office has been moved for a line of sight and to monitor the vestibule, a new foundation drainage systems and repairs, and a retaining wall on the east side preventing cars in icy weather to slide into the elementary portion of the school.

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

Bond, MLO

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

\$22,000 yearly budgeted capital outlay

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$267,750.00	CDE Minimum Match %:	53
Current Applicant Match:	\$157,250.00	Actual Match % Provided:	37
Current Project Request:	\$425,000.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$4,219,200.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$2,812,800.00	Source of Match:	Capital Reserve Fund and General Fund
Future Grant Requests:	\$0.00	Escalation %:	4.36
Total of All Phases:	\$8,073,649.00	Construction Contingency %:	5.82
Affected Sq Ft:	56,000	Owner Contingency %:	5.51
Affected Pupils:	171	Historical Register?	No
Cost Per Sq Ft:	\$7.59	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$0.40	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$7.19	Is a Master Plan Complete?	Yes

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Cost Per Pupil:	\$2,485.38	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	327	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	154	Bonded Debt Approved:	\$2,500,000
Assessed Valuation:	\$57,355,450	Year(s) Bond Approved:	14
PPAV:	\$372,438	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$897,374	Year(s) Bond Failed:	
Median Household Income:	\$65,363	Outstanding Bonded Debt:	\$2,655,000
Free Reduced Lunch %:	33.5%	Total Bond Capacity:	\$11,471,090
Existing Bond Mill Levy:	3.74	Bond Capacity Remaining:	\$8,816,090
3yr Avg OMFAC/Pupil:	\$15,039.30		

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

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.

Question 2, subsections A-H are related directly to the factors used in calculating the matching percentage. Only respond in detail to the factors which you believe inaccurately or inadequately reflect financial capacity. For those factors which you believe accurately or adequately reflect financial capacity, please leave the response blank or type “Agreed”.

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, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your school district or BOCES.

A waiver to decrease our Best Grant match percentage from 51% to 37% will replace \$300,000 funds from our operational budget to enable completion of the majority of the essential remediation for our K-12 building. These available funds will be used directly for the education of our students, restoring faculty and staff positions previously lost to state-induced budget cuts. As shown in the response to Question 11, below, the “Telluride Effect” is responsible for the need of the additional funding.

Unlike large schools, small schools such as ours have only one section of each class. Thus in a small school the addition of a single faculty member has a disproportionately positive impact on the student body. Each additional teacher brings new class offerings, different perspectives, different teaching styles, and additional opportunities for “that special teacher” to connect with a student, perhaps changing his or her life. The Ouray community treasures its “small school” environment and the waiver will enable the district to gain a “critical mass” of staff to provide a broader set of course offerings and teacher interactions resulting in enhanced career and life opportunities for our students.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

Without the waiver, the Ouray School's small budget will be overwhelmed by maintenance and upgrade costs from essential items not addressed by the bond and the grant. Without the waiver, safety and security improvements will continue to be postponed or funded from operating budgets, depleting the educational budget lines and thus limiting educational opportunities in our district.

As detailed in the response to Question 11, below, every dollar we spend only buys about 80% of the actual value received, so the waiver restores us to parity in our purchasing power. The restoration of our purchasing power will enable the district to complete the remediation of the essential items, and permit directing our operational budget to education rather than to excessive building maintenance and repair.

As with many districts across the state, we are still recovering from the many recent years of reductions in state funding during which we were forced to go through reductions-in-force for our teaching staff and support staff, directly impacting our students. Examples of these reductions include the loss of our school counselor, a language arts teacher, a music teacher, and a member of our custodial staff. We have been able to "backfill" some of these positions with other teachers taking on additional responsibilities and course loads, but the significantly expanded preparation and teaching requirements for these individuals is not healthy or fair to them, or to the students for whom they are responsible. We have also had to delete several electives from our course offerings since the teachers for those courses were gone.

Let us be clear: these staff members have stepped up and performed wonderfully under these very difficult circumstances. However, the unending workload is impacting their health and wellbeing, and is threatening to result in their departure to other districts where their teaching life can be more rewarding. If this happens, and the probability is real, it will be an even greater loss of opportunity and quality for our students.

The waiver will enable us to avoid spending our operational dollars on maintenance, increase the security of the building, and dedicate more funding to restore the lost positions, which will directly enhance the student's educational opportunity and quality as described in the response to Question 1.

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

A. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

Applicant's PPAV: \$372,437.99

Weighted Rank: 4.04% of 5% max

Agreed

B. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

Applicant's Median Household Income: \$65,363.00

Weighted Rank: 11.54% of 15% max

Agreed

C. 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.



Applicant's FRED Percent: 33.5%

Weighted Rank: 15.6% of 20% max

Agreed

D. Bond Election failures and successes in the last 10 years – The more attempts the school district has made, the lower the match.

Applicant's Bond Elections: 1

Adjustment: -1% (-1% per attempt)

Agreed

E. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

Applicant's Bond Mill Levy: 3.74

Weighted Rank: 12.81% of 20% max

Agreed

F. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

Applicant's Remaining Bond Capacity: \$8,816,090

Weighted Rank: 7.64% of 20% max

Agreed

G. The school district's unreserved fund balance as it relates to their overall budget.

District's Unreserved General Fund: \$897,374

Weighted Rank: 3.15% of 20% max

Agreed

H. Other unusual financial burdens not reflected in the match calculation (i.e. underfunded mandates, unexpected expenses, self-funded programs).

In a smaller district, unfunded mandates exponentially impact all staff as everyone is required to report and do more with less personnel.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

The Ouray community has a strong history of supporting education. The problem is that the support comes in the form of small-scale support for classrooms, teachers, and student experiences. The Ouray County based Mount Sneffels Education Foundation (MSEF) and PATT(PTA) are the most frequent contributors as well as the Telluride Foundation. Capital improvement resources in the Ouray area are non-existent. There are no local grant organizations dedicated to capital improvements.

Historically, capital improvement resources have come exclusively from bond elections. A bond election in Ouray is rare and reflects the community's response to an emergent need at the school district.



Recently, the school was unsuccessful in obtaining grants to construct an outdoor classroom. MSEF and the George Gardiner foundation declined support for capital improvement. The Telluride Foundation was contacted regarding the K-12 Building project and declined to offer support, citing their mission to support educational experiences.

However, the project has been supported by volunteer and in-kind assistance. The City of Ouray has donated assistance with surveys, City right-of-way, encroachments, variances, utility location, sidewalk modification, and street drainage. The City has also provided fire hydrant tests for the fire suppression system. Local law enforcement has donated time and consultation in the design and implementation of the security vestibule.

The school also intends to pursue further grant assistance as the project progresses. GOCO will be asked to provide funding to our outdoor classroom. We are also researching sources for a technology grant to help improve our wireless service and to provide new student equipment when the project is complete. Renewable energy grants will also be pursued.

The local UnBoCES will assist in paying a grant writer for playground improvements after the wall is secured.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

37%

CDE Minimum Match Percentage:

63%



● **Facilities Impacted by this Grant Application** ●

HAXTUN RE-2J - K-12 Roof Replacement & HVAC Renovations - Haxtun K-12 - 1962

District:	Auditor - Haxtun RE-2J
School Name:	Haxtun K-12
Gross Area (SF):	94,830
Number of Buildings:	2
Replacement Value:	\$24,624,491
Condition Budget:	\$9,315,321
Total FCI:	0.38
Adequacy Index:	0.04



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,913,004	\$324,594	0.08
Equipment and Furnishings	\$358,978	\$214,945	0.60
Exterior Enclosure	\$2,898,922	\$1,742,221	0.60
Fire Protection	\$841,681	\$0	0.00
Furnishings	\$626,805	\$0	0.00
HVAC System	\$3,669,329	\$1,678,167	0.46
Interior Construction and Conveyance	\$5,519,972	\$2,335,653	0.42
Plumbing System	\$1,492,226	\$873,010	0.59
Site	\$2,226,267	\$2,146,730	0.96
Structure	\$3,077,308	\$0	0.00
Overall - Total	\$24,624,491	\$9,315,320	0.38

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: HAXTUN RE-2J

County: PHILLIPS

Project Title: K-12 Roof Replacement & HVAC 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 type="checkbox"/> Fire Alarm | <input checked="" 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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Haxtun Schools is the centerpiece of the community. We have a large number of families sending a 4th generation through, viewing the school as an extension of their homes. We have maintained the facility in a way that is not only safe for students and conducive to learning, but makes our community proud. Our patrons view the gym, and the entire building, as "the community living room," where families, friends, and neighbors gather, and news is exchanged. With rising costs, and decreasing state funding, repairs have become increasingly impossible, and we have reached the point where several projects are critical to provide a safe facility.

Haxtun RE-2J (District) is located on the northern edge of Haxtun, in Phillips County, in NE Colorado. Haxtun is a Statutory Town with a population of 973 (Haxtun Town MP, 2014). The original elementary building was constructed in 1962, and now serves grades preK-6. The District expanded the school with a gym addition in 1976 and high school in 1989. In 2013 Haxtun was awarded a BEST grant to add a middle school wing, as well as renovate the elementary, and add a fire-sprinkler system throughout the preK-12 and Vo-Ag structures. The District administrative offices are located within the high school.

Surrounded and supported by an agricultural economy, our VoAg program is highly valued. The teacher spearheading the program has experienced great success in developing and maintaining it to the point where nearly 100% of our high school students participate. Despite being 58 years old, the VoAg building is large enough to house program needs. It contains two large shops, two classrooms, office space, and restrooms. The building is functional, but does not have adequate fresh air or lighting, and is heated by an original 1960 boiler that is well past its expected useful life.

The 2017-2018 enrollment is 350 PK-12th students. Our total count does not tell the full story. Part of our growth is families returning after having graduated, married and settled away from Haxtun, but once they have children, parents want them in our school. The community has seen growth directly related to the school; we are drawing families back because of the strength of our program. These strengths also draw students from surrounding districts, this year 20% come from four contiguous districts and five students drive through a second district to reach us, because of our reputation for excellence. We provide small class sizes, and work hard to create an inclusive environment with a family-like sense of belonging. We provide many opportunities for individualized education plans, working to overcome the obstacles many students face.

With our building at adequate size, it is time to address building issues that have been postponed due to our decline in State funding. Many have become safety issues for our students, staff and community. A renovation of the existing facility will address building integrity/safety, building comfort, upgrade technology, and improve life safety.

The latest revised CDE Statewide Facility Assessment assigned an FCI score to Haxtun High School of 38%. This grant application will primarily address the deficiencies of the VoAg building, high school, and high school gymnasium facilities. Haxtun's roofs are flat, old, and have enough leaks to warrant replacement. The school has lost light fixtures due to contact with water, replaced innumerable ceiling tiles, and refinished several large areas of the gym floor. In addition to the cost and inconvenience of water penetrating the outer envelope, the danger of poor air quality in the building increases with every leak.

As detailed in the Deficiencies section, the high school and gym antiquated HVAC systems and controls are at or past their rated useful life. Some no longer functioning despite being well-maintained by our small, dedicated staff. The result is sections of the building that are unsafe for students and staff.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Deficiencies Associated with this Project:

Over the past 5 years, Haxtun Schools' Negative Factor has cost the District nearly 2 million dollars in lost funding (chart below). With this shortfall, we have become creative to find solutions around most problems. We have held the line for many years, although we have now reached the end of life for many of the facilities' buildings systems.

2017-18 --\$366,288

2016-17--\$359,919

2015-16--\$365,735

2014-15--\$396,501

2013-14--\$449,151

Total \$1,937,594

Although all rural schools have dealt with the negative factor over the years, it seems clear that BEST funding would make us whole so we can deal with our deficiencies and start attending more fully to the business of educating our students in a safe, secure environment.

Haxtun School Building Overview

The Haxtun School is an existing PreK-12th Grade school built in four primary phases. The Elementary School was built in 1962; the high school gym addition in 1976, high school addition in 1989 and a middle school was added with BEST grant help in 2014. The elementary school was connected to the high school and gym by an enclosed corridor which was renovated in 2015.

The accompanying images show an overall floor plan of the entire school building. There are four main areas noted with original construction dates in parentheses. Reference sub-areas are indicated as well.

In short, all the high school mechanical and Building Automation System (BAS) equipment proposed for replacement is at or beyond its rated useful life. More importantly, all the equipment has either failed entirely, periodically failed, or has shown signs of failure. Some of the equipment is nonfunctional and obsolete, other equipment is failing and requires manual operation and workarounds. Significant thermal and air quality issues persist throughout the building. Deficiencies and (in the next section) solutions are described according to the aforementioned floor plans areas and sub-areas.

BEST funding would be specifically directed to improve safety and better educational environments for students. Technology would be integrated into the HVAC control system, linking the new system with the upgraded elementary/middle school system. Building renovations will meet all CDE Facility Construction Guidelines.

ROOF

The roofing assemblies for each area vary in age with the addition and remodel dates of the facility and are as follows with estimated square feet per section:

- Elementary School Section: Estimated 1989* (~32,632 sqft)
- High School Section: Estimated 1989 (~30,010 sqft)
- High School Gymnasium and Auditorium: 1976 (gym ~10,608 sqft; auditorium ~3,150 sqft)
- Middle School Addition/Remodel: 2014 (~8,113 sqft)
- VoAg Building: 1976 (~10,469 sqft)

* In an effort to use remaining funds affiliated with a BEST grant in 2013/2014, a spray-on coating was applied to a partial section of the Elementary School (ES) in 2015 to address leaks in the ES roof at that time.

The existing roofing assemblies for each section are similar and are as follows:

Elementary, High School Gym, and High School:

- Decking: Steel
- oInsulation Fiberglass Loose laid
- oInsulation Polyisocyanurate
- oCover board 1/2" Wood Fiberboard
- oMembrane Mod Bitumen
- oSpray-on Coating (Elementary School only)

VoAg Building:

- Decking: Concrete
- oInsulation Fiberglass Loose laid

BEST FY2018-19 GRANT APPLICATION SUMMARIES

- oInsulation Polyisocyanurate
- oCover board 1/2" Wood Fiberboard
- oMembrane Mod Bitumen
- oSpray-on Coating (Elementary School only)

Due to the multiple additions, age and limited taper/slope of the roofing systems the Haxtun School has endured continuous issues with roof leaks which have resulted in cosmetic, electrical and mechanical equipment damage. The existing roof curbs and mechanical hoods were not installed to code compliant height. The typical curb height above the finish elevation of the roof is 4"-6". The low curbs result in snow and moisture infiltration during weather events. In addition, with respect to the gym, the parapet wall height is less than 4". Also, noted is the lack of overflow scuppers or drains on the gym roof. The School has experienced multiple issues with the roof drains freezing with subsequent leaks developing. Please see the accompanying images for where leaks occur. Currently there are 54 leaks active throughout the building. Throughout the roofing area ponding has been observed. The ponding has accelerated the degradation of the roof inclusive of seam peeling and has exacerbated leaks in the roof. Please see the accompanying image for where ponding occurs. The VoAg building has experienced significant leaking over the last few years. Numerous leaks have stained the CMU walls on the interior of the building. The wall flashing has failed and there are also various areas with ponding occurring, which grows worse with each passing year.

High School HVAC System

The HVAC system at the High School is comprised of multiple systems. The first system, which is original to the construction of the building (1989), is a central variable air volume (VAV) heating and ventilating system that serves the classrooms, corridors, library, and music room. A central air handler supplies ventilation air mixed with return air to each zone. Each zone has a VAV terminal with a hot water heating coil that modulates the air volume to maintain space heating setpoint. Air is delivered to the room by a single diffuser in the center of the room. Perimeter zones have hot water radiant ceiling panels to provide additional heating capacity. The central air handler and zone terminals are at the end of their useful lives (30 years) and thermal comfort issues exist in classrooms due to the system's original design. The central air handler has had failure issues. We have begun holding classes regularly in the office complex within the high school where temperatures tend to run warmer, and hold steadier. Office staff are displaced as classes are held in the superintendent's office, teachers' lounge and meeting rooms to keep students out of the worst classrooms.

The second system is a stand-alone cooling system. This system serves the same area as the VAV heating and ventilating system. Each zone has a packaged rooftop air conditioning unit. These units were installed in 2000, and are at the end of their useful life, which is 15-18 years for packaged DX equipment. There is no outside air or economizer capability in these units – they strictly re-circulate air to cool the space. Outdoor air is supplied and returned via a concentric diffuser in the center of each room. The VAV ventilation system runs at the same time as these units in order to provide code minimum ventilation air. An example of the extreme comfort / safety issues is during games, where the gym is filled to capacity, the air from the ceiling down has actually taken on a hazy appearance and we have had fans reporting feeling a little queasy. Even during winter, it also gets very warm (80-90 degrees) very quickly and can even become unbearably hot (over 90 degrees). On those 30-50 occasions during the year we open the roof units to let in fresh air. The current HVAC system serves both the gym and the high school simultaneously so bringing fresh air into the gym in winter then drives the temperature drops down so quickly the high school rooms, halls, and library become uninhabitable as temperatures reach 30-40 degrees for several hours in the afternoon and early evening. Teachers and students in the school after hours doing their school work or extracurricular activities wear coats in an attempt to keep warm. More often than not the cold is unbearable and staff and students are dislodged, which compromises the school's ability to provide extra educational support for our base curriculum as well as extracurricular activities. Finally, it is only a matter of time before pipes freeze in the school due this workaround of our HVAC systems inherent limitations. In addition, the units have had periodic failures such as the vent fans are so noisy (they emit a high-pitched whine and lower rumble) that they cannot be used during drama performances because they drown out the speakers for much of the crowd.

A central hot water boiler plant serves the classroom areas. This plant is comprised of two sealed combustion boilers, each with a dedicated primary pump. The boilers were installed in 2007. There are two heating water pumps that operate in a primary-standby configuration, which were installed in 1999. These units are in good shape and will continue to be utilized at the school via the new HVAC system.

The third system is a variable volume and temperature (VVT) system, which serves the administrative areas. A single gas/DX

BEST FY2018-19 GRANT APPLICATION SUMMARIES

rooftop unit supplies heating, ventilation and air conditioning to five separate zones. Each zone has a zone damper that modulates the amount of air to the zone. All zones must either be in heating or cooling because there are no reheat coils. Since the system serves both perimeter and interior zones, this causes significant thermal comfort issues with students and staff periodically wearing coats and gloves in classrooms. The rooftop unit was replaced in 2001 and is at the end of its useful life (15-18 years).

High School & Gym HVAC Controls

The High School's original unit ventilator mechanical system is still in use throughout the high school and gym; it is inefficient, difficult to control, and provides inadequate thermal comfort, as well as allowing air quality to deteriorate. The existing high school BAS was installed in 2000, and it is currently un-supported and obsolete. There are many controls issues that cannot be properly fixed because parts and programming are no longer available.

As a result, HVAC units must be managed manually, and many times require a maintenance person to be on the roof to switch units on or off, which introduces its own safety issues during inclement weather. All HVAC units must run together and be either completely on (i.e. run at 100% capacity) or completely off (0%).

For example, the gym tends to overheat quickly during assemblies, athletic, or other high occupancy events, even in the winter. Because the controls no longer function in a way that lets the gym HVAC work as its own independent zone, the heat to the entire High School is shut off manually and unconditioned outdoor air is supplied to prevent the gym from overheating. This causes temperature control issues in the entire building both before, during, and after events. During winter months, this can mean halls at 30 degrees and classrooms at 50 while the gym struggles to stay below 80 degrees. The alternative is to keep the halls and classrooms at habitable temperatures while the gym temperature soars towards – and sometimes goes above – 90 degrees. Either option results in learning spaces well outside the accepted range of comfort, even to the point of some spaces being unsafe for long term occupancy.

As a result, thermal comfort is affected negatively and maintenance staff time is dominated by control system troubleshooting, manual operations of equipment, and various other workaround repairs. This then leads to a cycle of increasing challenges in maintaining the non-HVAC/controls portions of the building. In other words, the HVAC and controls systems are becoming less and less feasible to maintain and operate at any level and, thus, require replacement. While all of the district facilities have been well-maintained by our small staff within our limited resources such that they have lasted beyond their rated useful life, the high school and gym HVAC and computer control systems no longer work and need to be replaced.

Middle School & Elementary Controls System

The BAS installed as part of the 2014 BEST grant HVAC system replacement is separate from the HS/Gym BAS. The original plans called for the systems to be tied together, but due to extenuating circumstances at the District and BAS vendor difficulties, the two BAS systems were never linked sufficiently. The IWorks system in the high school and middle functions well, it is just not linked to the High school system.

VoAg Building HVAC System

The VoAg Building has two separate heating systems. The two large work bays are heated by two gas-fired unit heaters each, for a total of four unit heaters. No mechanically introduce outdoor air is provided to this space, which does not meet the minimum requirements for natural ventilation as required by the governing 2015 International Mechanical Code (IMC).

The classroom and office portion of the building is heated by a hot water baseboard that is served by a boiler original to the construction of the building (1960). The boiler, at 58 years old, is well beyond its expected useful life of 30 years, and should be replaced. The boiler has shown signs of failure such as loss of the ability to control setpoints, leading the teacher to constantly be working with the thermostat to keep spaces heated comfortably. It is only a matter of time before our pipes freeze because the manual tweaking of the system leads to a cold building. Also, a pair of restrooms accessed from the exterior (used by bus drivers and fans at football games), cannot be used at all because they cannot be adequately heated to keep fixtures from freezing and bursting pipes during the winter months.

Additionally, the classroom and office area have no method of ventilation other than a few, small, operable windows. The operable areas of these windows do not meet the minimum requirements for natural ventilation as required by the governing 2015 International Mechanical Code (IMC), Section 402. The lack of outdoor air and ventilation allows CO as well as oil, gas, paint, and other particulates to exceed safe levels and cause respiratory issues in students who spend hours at time studying and working in the VoAg building.

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VoAg Building Electrical System

The electrical service to the building is original to its construction. The size of the service is mostly adequate to support the proposed mechanical project, but the condition of the main panel is poor and needs to be replaced. With increasing use of power tools, many times it is hard to let a class all run them at the same time, for fear of tripping breakers. Additionally, the existing panel does not have space to add new HVAC equipment and the circuit breakers are no longer manufactured.

Proposed Solution to Address the Deficiencies Stated Above:

ROOF

The school used a spray on roof solution for one section of the its building, but is already seeing that the cost-effective, long-term solution is to re-roof the entire school except the Middle School (MS) roof, with a 30-year bitumen roof in the flat roof sections and a 40-year standing metal seam roof product for the gyms. These roofs have these 30- and 40-year ratings as supported by both a study by Carnegie Mellon University (published in the Journal of Architectural Engineering - March 2010) and the manufacturer's base warranty for their roof systems. The District does not purchase extended warranties in general and is not purchasing extended warranties for these roofs. The school used life cycle costing to make this determination as well as observations on its and other school districts roofs. These long-term roofing solutions will provide the school with a weather-tight, moisture-free, well-insulated roof for decades to come.

Since the original installations, the IECC standards for building envelopes have been adopted by the State of Colorado. New roof work will meet the current codes, which requires additional R-Value for the elementary section of the building and the VoAg building. The high school section meets the current requirements.

The proposed roofing solution will require the following implementation steps at the High School/Elementary/VoAg:

- Tear-off and removal of existing modified bitumen roofing
- Tear-off and removal of fiberglass and cover board
- Utilize the existing base layer of insulation
- Removal of all flashing and parapet cap
- Remove wood blocking and extend as required for taper and insulation thickness requirements
- Raise all mechanical curb heights to be in compliance with code
- Installation of new polyisocyanurate insulation
- Installation of new cover board
- Installation of 30-year modified bitumen roofing system
- Install new ladders at each change of roof elevation

Due to the existing construction of the high school gym and stage area, a light gauge metal framing system with a 24-gauge standing seam panel is proposed. This assembly will eliminate the ongoing issues with overflowing, leaking and freezing drains.

The proposed solution will require the following implementation steps at the High School Gym and Auditorium:

- Tear-off and removal of existing modified bitumen roofing
- Remove existing insulation
- Provide and install framing system
- Provide and Install 24-gauge, 40-year standing seam metal panel system
- Install new insulation in compliance with IECC

High School HVAC System

Since the existing equipment in this section of the building is at the end of its useful life, multiple HVAC system replacement options were explored, including ground source heat pumps, water source heat pumps, and a central heating and cooling VAV system. A life cycle cost analysis showed that the central VAV system was most cost effective because much of the existing piping and ductwork is in good condition and can be re-used for this system.

As part of the HVAC system replacement, a centralized air handler with packaged DX cooling will be installed in place of the existing air handling unit, and it will be connected to the existing main supply ductwork. The majority of main ductwork will be re-used, and new VAV terminals will be installed in place of existing terminals. Existing hot water piping will be used to supply heat to the terminal reheat coils. Radiant panels will remain in place and operational.

In order improve air distribution, increase thermal comfort, and reduce noise in the classrooms, new room supply ductwork and diffusers will be installed downstream of each new VAV terminal.

New main supply ductwork will be installed to supply the administrative area that was previously served by the VVT system,

BEST FY2018-19 GRANT APPLICATION SUMMARIES

and new VAV terminals with new hot water distribution piping will be installed to consolidate the entire high school to a single HVAC system type.

The heating water plant will remain because it continues to function well and has remaining useful life.

All air and water systems will be commissioned and re-balanced.

High School & Gym HVAC Controls

The current HS and gym BAS will be completely removed, and a new control system will be installed. The new system will have full control of all new and existing HVAC equipment, including air handlers, VAV terminals, boilers, and pumps. It will be completely digital and fully supported and commissioned. The new system will reduce maintenance costs and provide improved thermal comfort. The District is intent that an open-protocol, non-proprietary system be installed to avoid issues that have occurred with past BAS systems, such as the BAS system installed in 2000, which proved too difficult and expensive to service and maintain in the way the District maintains its equipment.

Middle School & Elementary Controls System

The Elementary/Middle School BAS will be tied into the new High School/Gym system via existing BACnet capabilities. Integrating the Elementary/Middle School BAS with a new High School/Gym BAS will provide a school-wide BAS that has a functional graphic user interface, trending capabilities, and improved system accessibility. This enables the district to make use of the existing control system to the greatest extent possible while also achieving a large improvement in HVAC system's operational efficiency and ability to provide thermal comfort.

VoAg Building HVAC System

A split system gas furnace will be installed in the existing boiler room and will replace the boiler. It will be ducted to the classroom and offices for space conditioning. An outdoor intake louver will be installed for full economizing capability and to provide minimum required ventilation. A condensing unit will be installed on grade just outside the mechanical room.

VoAg Building Electrical System

In order to provide electrical connections for the upgraded mechanical equipment, a new main panel will be installed.

How Urgent is this Project?

Numerous areas of the building are already falling short of meeting code-required air quality or thermal comfort levels or both. The situation is growing more dire now that all equipment is at, or in most cases, beyond its rated useful life. In addition, the existing roof has an increasing number of leaks and structural issues, except the MS roofing section completed in 2015.

Some areas of the school are not being conditioned to ASHRAE or educational standards of comfort. As an example, some rooms are well below acceptable minimum temperatures, especially when the gym requires cooling due to assemblies or sporting events. Some spaces are as cold as 30-40 degrees and other spaces as hot as 90 degrees or more. Furthermore, the existing HVAC equipment on the high school side of the building is at or beyond its rated useful life and is in need of replacement as some of the equipment is already inoperable: two of the four HVAC units in the gym no longer work (they are past their rated useful life) and the controls system is also inoperable (it is at its rated useful life).

Because the office portion of the high school building runs separately, it tends to hold comfortable temperatures more consistently. For this reason, we are regularly holding classes in the superintendent's and principal's office, a Board meeting room, and occasionally, even the teacher's workroom. This is not conducive to quality instruction, and displaces office staff. The VoAg building, which is used by 100% of our students, does not meet code requirements for outdoor air and is an unsafe environment. Furthermore, the building is heated by HVAC equipment original to its 1960's construction. This nearly 60-year-old HVAC system is in dire need of replacement.

The Middle School and Elementary School have modern HVAC equipment that is not controlled well, resulting in temperatures being in the 50-degree range in some rooms while others are comfortable. The controls and MS/ES HVAC equipment was working during warranty but quickly fell out of operational due to extenuating circumstances and poor BAS vendor service. Soon after the warranty period ended, the controls vendor began refusing to come out to provide supplemental training and support even though the District is willing to pay the travel/trip charge and other proposed fees. The lack of BAS support has resulted in the District being forced to operate the MS/ES HVAC equipment manually via electrical breakers. This results in the aforementioned comfort issues (kids in coats in rooms, classes being moved to warmer spaces/rooms never designed to be a classroom, other disruptions) as well as safety issues for District staff who have to

BEST FY2018-19 GRANT APPLICATION SUMMARIES

constantly use the electrical breakers as their only option for attempting to control space temperatures. Once the MS/ES controls are integrated with new High School controls, the existing MS/ES section of the building will be uniformly comfortable for educating students by making use of the existing MS/ES controls hardware.

The roof experiences continuous leaks which are becoming increasingly destructive. The leaks are causing damage to flooring, ceiling tiles, lights, and causing overall infrastructure degradation that will cost much more if the leaks are not stopped. The district applied a spray on roofing material in one section of the roof in an attempt to find a solution it could afford within its own financial resources. The district's assessment is that the spray on roof is a short term solution only and that it overall is more costly than re-roofing the school with more traditional, long-lasting roofing assemblies such as the ones proposed in this grant. The district has utilized life cycle costing to reach this conclusion as the district is committed to its current facility for decades 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:

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

The District has historically maintained its facility and equipment well, which is why most of the building systems continue to operate at some level well beyond their rated useful life. The District will continue this tradition of operation and maintenance. For the BAS controls, Haxtun is dedicated to finding a low-maintenance system that can be updated to extend its life beyond its rated useful life.

Haxtun had performed life cycle cost analysis to determine which systems provide the overall lowest cost to the district and has selected those roofing, HVAC, and controls systems. This makes the best use of both B.E.S.T. and Haxtun's funds. The roofing, HVAC, and control systems upgrades will allow Haxtun to continue using its existing school buildings for decades into the future.

Haxtun will continue to allocate \$100 per student per fiscal year to the district's capital renewal reserve fund per State requirements. With Haxtun's current enrollment, this creates a minimum allocation of \$35,000 per year.

As an example of how Haxtun has allocated funds in the past, Haxtun is providing \$500,000 of capital from its reserve funds as part of its BEST match contribution for this BEST grant. It is also allocating a portion of the Mill Levy Override (MLO), which passed in 2017 as a symbol of the community's acknowledgment of the district's excellence. Haxtun will continue to look first toward using its own resources to the greatest extent possible to keep up with future capital demands at the facility.

Equally important to financial resources is Haxtun's continued attention to operations and maintenance (O&M). Haxtun has always been able to maintain its equipment so the equipment reaches – and often exceeds – the equipment's rated useful life. This dedicated O&M effort will continue to play a key role in how Haxtun is able to maximize the value of its facility's equipment. As part of this O&M effort, Haxtun allocates approximately \$133,000 per year for O&M (in current fiscal year dollars) as shown below:

- \$65,000 – electricity utilities
- \$40,000 – natural gas utilities
- \$18,000 – O&M third party labor for mechanical/electrical/plumbing (MEP), controls, other facilities support services
- \$10,000 – O&M supplies for MEP, controls, and other facilities support services

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:

Facilities were built in 1960 Vocational Ag building, 1990 High School, 1978 Gymnasium

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Fire Sprinkler system in all 3 structures during 2014 BEST grant Renovation MS Addition

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

Haxtun School District has made a concerted effort to work with multiple entities to find support for our District, including the District's facilities. Our outreach has involved at least three State of Colorado departments as well as using our local government and foundation/nonprofit partners. They all play a role in supporting the project financially.

Haxtun has worked with the state's Department of Local Affairs (DOLA) for over a year on this project. We submitted a DOLA grant in December 2017, to cover a portion of gym renovation, specifically new HVAC system, associated controls, and gym

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floor refinishing. We will be notified of award for that grant in May 2018.

We also are working with the Colorado Energy Office (CEO) on an Energy Performance Contract. We competitively selected Iconergy, a CEO pre-qualified firm, to thoroughly investigate our needs and then implement energy-efficient solutions. Money saved by these efforts will help to offset the up-front costs of our proposed project. In addition, Haxtun is receiving, and will continue to receive, free technical assistance from CEO during all phases of the project, including procurement and contracting, engineering, design, construction, and even post-construction (training, warranty, etc.)

The District has also submitted a GoCO grant for \$100,000 for a playground project which was originally part of Haxtun's capital improvements plan. Should we be awarded the grant, that award will free up capital that Haxtun can use for the BEST project.

Turning to local government entities, the Town of Haxtun has offered in-kind help with demolition, dump fees and building permit fees. The exact amount of this financial assistance is not known at this time, but will be added into the District's match.

Finally, Haxtun Schools makes every attempt to be as self-reliant as possible and has a strong history of succeeding in this regard. It is what has allowed us to build such a strong education program over the years with only periodic – but very important! – support from the State, which is what Haxtun is now seeking with this BEST grant. There are three particularly notable efforts to mention as the District works to fulfill its commitment to correcting our deficiencies:

- The District ran a successful Mill Levy Override (MLO) campaign in 2017 that culminated in a November vote to bring in revenue for staff, textbooks and technology, as well as providing money for facility repairs and grant-matches. This is the second successful increase from voters in the past 5 years; clearly, the District's voters are behind us.
- A District-owned house was sold (140,000).
- The Board committed \$100,000 out of District reserves, per year, for 5 years to be used for capital projects.

Together the above steps – coordinating with state agencies, leveraging our local government partners, seeking grants from entities besides BEST and DOLA, and creatively using our own financial resources – demonstrate Haxtun's willingness to continue to be financially self-reliant.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The district's annual budget includes funds for repairs to buildings. \$100 per FTE is set aside, as required by a previous BEST grant, for repairs to the Haxtun Middle School. An additional \$75000 or \$214 per FTE has been set budgeted for repairs to the Elementary and High School buildings as well as the Vocational Ag building.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Our annualized utility costs for electricity and natural gas total \$98,600. We expect a reduction of costs for these utilities to range from \$17,300 to \$20,700 per year. Telephone, internet and trash removal cost the district \$43,000 per year. We do not expect any reduction in costs for these monthly utilities as a result of this project.

Current Grant Request:	\$2,318,972.04	CDE Minimum Match %:	36
Current Applicant Match:	\$814,773.96	Actual Match % Provided:	26
Current Project Request:	\$3,133,746.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Financed through a utility cost savings contract, backed by capital reserve and mill levy override
Future Grant Requests:	\$0.00	Escalation %:	2
Total of All Phases:	\$3,133,746.00	Construction Contingency %:	5
Affected Sq Ft:	94,942	Owner Contingency %:	5
Affected Pupils:	350	Historical Register?	No
Cost Per Sq Ft:	\$33.01	Adverse Historical Effect?	No

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Soft Costs Per Sq Ft:	\$3.70	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$29.30	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$8,953.56	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	271	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	301	Bonded Debt Approved:	\$3,250,000
Assessed Valuation:	\$31,633,883	Year(s) Bond Approved:	13
PPAV:	\$105,096	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$1,197,748	Year(s) Bond Failed:	
Median Household Income:	\$44,412	Outstanding Bonded Debt:	\$3,155,361
Free Reduced Lunch %:	35.7%	Total Bond Capacity:	\$6,326,777
Existing Bond Mill Levy:	9.144	Bond Capacity Remaining:	\$3,171,416
3yr Avg OMFAC/Pupil:	\$5,960.75		



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

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.

Question 2, subsections A-H are related directly to the factors used in calculating the matching percentage. Only respond in detail to the factors which you believe inaccurately or inadequately reflect financial capacity. For those factors which you believe accurately or adequately reflect financial capacity, please leave the response blank or type “Agreed”.

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, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your school district or BOCES.

Haxtun School District runs a vigorous educational program for PK-12 students with programs such as full day kindergarten, music, drama, art, and all manner of extracurricular programs not often found in rural schools. We do this even though our agriculture community has limited means as we believe it comprises a well-rounded education for our students. Furthermore, our Negative Factor over the last five years has cost the District nearly \$2,000,000. Thus, any match waiver that is granted will help make the District financially whole for just the basic funding that every school district is to receive from the State. It will allow the District to allow the essential capital projects to be completed without disrupting the educational programs we are currently providing. Without the waiver, many of these offerings will have to be downsized or eliminated.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

Responses in items A-H show needs of the district, and what extenuating circumstances lead to the District asking for a lowered match.

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

A. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

Applicant's PPAV: \$105,095.96

Weighted Rank: 1.60% of 5% max

Agreed

B. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

Applicant's Median Household Income: \$44,412.00

Weighted Rank: 5.06% of 15% max

Agreed

C. 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.

Applicant's FRED Percent: 35.7 %

Weighted Rank: 14.94% of 20% max

Our district's free and reduced lunch percentage is slightly less than 36%. We know this figure is lower than it should be. Several families who would qualify for free or reduced lunches refuse to apply for assistance. We have encouraged them to do so but they simply will not. Our percentage for the high school is particularly low. The families of high school students who would qualify to do not apply because their student either does not eat or leaves campus for lunch. Since the student does not eat at the school the family does not apply.

D. Bond Election failures and successes in the last 10 years – The more attempts the school district has made, the lower the match.

Applicant's Bond Elections: 1

Adjustment: -1% (-1% per attempt)

In 2013 our district successfully held a bond election to provide the match for a BEST grant. This grant built a middle school and renovated the elementary school HVAC and electrical system. In 2017 the district succeeded with a mill levy override election to provide funds for operations, textbooks, technology and staff.

E. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

Applicant's Bond Mill Levy: 9.144

Weighted Rank: 6.07% of 20% max

Agreed

F. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

Applicant's Remaining Bond Capacity: \$3,171,416

Weighted Rank: 3.26% of 20% max

Because Haxtun Schools passed a bond in 2013 to match BEST and add a middle school wing to keep up with increasing enrollment, and that bond has another 16 years until payoff, the District has about \$3,000,000 in



bonding capacity remaining. However, in all reality our agriculture based economy is tapped out. Commodity prices are very low and expenses for producers continue to rise. The possibility and reality of agribusiness failures continues to grow. We have many residents who live on fixed incomes who just barely get by. While we were successful with our mill levy override election our patrons were extremely concerned about the additional financial burden they would have to bear. Any attempt to pass another bond would most probably fail.

G. The school district's unreserved fund balance as it relates to their overall budget.

District's Unreserved General Fund: \$1,197,748

Weighted Rank: 5.96% of 20% max

Disagree. That amount represents our fund balance, but all of it has been appropriated. The BOE has committed \$100,000 per year for 5 years to make grant matches, and thus the projects, possible, but which will reduce this fund. In addition, we have future bus-lease payments, early retirement dollars, and other moneys set aside for ongoing expenses.

H. Other unusual financial burdens not reflected in the match calculation (i.e. underfunded mandates, unexpected expenses, self-funded programs).

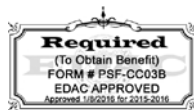
The Haxtun School District has a high number of Special Education students. Out of an enrollment of 350 students, 55 children are classified as Special Education/Resource. Each of these students has an IEP (Individualized education plan). The per pupil funding we receive for these students does not begin to cover the costs associated with their educational needs. Haxtun provides a full day kindergarten to our students. We only receive 5/8 of a per pupil revenue for these students. The revenue shortfalls for these two essential programs is borne by the district. Annually, the revenue shortfall for the special education programs and the full day kindergarten are in excess of \$180,000. The district provides transportation services for students from home to school and back. We also transport preschool students to local daycares at no cost to the families, because many could not afford the frequent drives in to preschool. The State Transportation Fund covers a portion of the expenses associated with these services but costs exceed reimbursement by over \$80,000. These underfunded mandates place a large financial burden on our small, rural school. Our district economy is almost 100% agricultural based. Our taxpayers are currently paying off a 20 year bond for the school district and simply cannot afford another increase in mill levies to pay for an additional bond issue.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

Haxtun School District has made a concerted effort to work with multiple entities to find support for our District, including the District's facilities. Our outreach has involved at least three State of Colorado departments as well as using our local government and foundation/nonprofit partners. They all play a role in supporting the project financially.

Haxtun has worked with the state's Department of Local Affairs (DOLA) for over a year on this project. We submitted a DOLA grant in December 2017, to cover a portion of gym renovation, specifically new HVAC system, associated controls, and gym floor refinishing. We will be notified of award for that grant in May 2018.

We also are working with the Colorado Energy Office (CEO) on an Energy Performance Contract. We competitively selected Iconergy, a CEO pre-qualified firm, to thoroughly investigate our needs and then implement energy-efficient solutions. Money saved by these efforts will help to offset the up-front costs of our proposed project. In addition, Haxtun is receiving, and will continue to receive, free technical assistance from CEO during all phases of the project,



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The District has also submitted a GoCO grant for \$100,000 for a playground project which was originally part of Haxtun's capital improvements plan. Should we be awarded the grant, that award will free up capital that Haxtun can use for the BEST project.

Turning to local government entities, the Town of Haxtun has offered in-kind help with demolition, dump fees and building permit fees. The exact amount of this financial assistance is not known at this time, but will be added into the District's match.

Finally, Haxtun Schools makes every attempt to be as self-reliant as possible and has a strong history of succeeding in this regard. It is what has allowed us to build such a strong education program over the years with only periodic – but very important! – support from the State, which is what Haxtun is now seeking with this BEST grant. There are two particularly notable efforts to mention as the District works to fulfill its commitment to correcting our deficiencies:

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Together the above steps – coordinating with state agencies, leveraging our local government partners, seeking grants from entities besides BEST and DOLA, and creatively using our own financial resources – demonstrate Haxtun's willingness to continue to be financially self-reliant.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

26%

CDE Minimum Match Percentage:

36%



● **Facilities Impacted by this Grant Application** ●

LAMAR RE-2 - HS & HOPE Center Mechanical & Security Upgrades - Lamar HS - 1968

District:	Auditor - Lamar Re-2
School Name:	Lamar HS
Gross Area (SF):	117,287
Number of Buildings:	1
Replacement Value:	\$29,827,808
Condition Budget:	\$24,087,477
Total FCI:	0.81
Adequacy Index:	0.26



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$5,223,752	\$5,663,719	1.08
Equipment and Furnishings	\$762,850	\$852,071	1.12
Exterior Enclosure	\$3,289,147	\$2,415,877	0.73
Fire Protection	\$576,944	\$1,361,342	2.36
Furnishings	\$938,731	\$0	0.00
HVAC System	\$6,930,234	\$7,959,372	1.15
Interior Construction and Conveyance	\$3,877,540	\$3,266,372	0.84
Plumbing System	\$1,961,280	\$1,903,199	0.97
Site	\$2,540,864	\$1,312,498	0.52
Structure	\$3,626,666	\$0	0.00
Overall - Total	\$29,728,008	\$24,734,450	0.83

LAMAR RE-2 - HS & HOPE Center Mechanical & Security Upgrades - Hope Center - 1948

District:	Auditor - Lamar Re-2
School Name:	Hope Center
Gross Area (SF):	31,964
Number of Buildings:	1
Replacement Value:	\$8,287,357
Condition Budget:	\$5,444,776
Total FCI:	0.66
Adequacy Index:	0.35



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,507,617	\$665,772	0.44
Equipment and Furnishings	\$484,372	\$514,596	1.06
Exterior Enclosure	\$940,163	\$516,665	0.55
Fire Protection	\$1,486	\$460,886	310.22
HVAC System	\$1,216,791	\$1,498,410	1.23
Interior Construction and Conveyance	\$1,047,035	\$759,825	0.73
Plumbing System	\$625,272	\$671,933	1.07
Site	\$878,782	\$755,820	0.86
Structure	\$1,585,840	\$61,757	0.04
Overall - Total	\$8,287,357	\$5,905,664	0.71

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Applicant Name: LAMAR RE-2

County: PROWERS

Project Title: HS & HOPE Center Mechanical & Security Upgrades **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 checked="" 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 type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input checked="" type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

The Lamar School District Re2 is a PK-12 accommodating entity. Within the district, there is one preschool, three elementary schools, one middle school, and one high school. The names of each of those schools are as follows: Melvin Hendrickson Developmental Center, Alta Vista Charter School, Parkview Elementary School, Washington Elementary School, Lamar Middle School, and Lamar High School.

In 2006, the Lamar School District chose to implement grade level schools to allow for better collaboration between grade-level teachers of the school district. Alta Vista Charter School services students in grades K-6, Washington Elementary serves K-2, and Parkview Elementary serves 3-5. The Lamar High School is the only high school within the Lamar School District, and it provides various pathways for vocational certification, career readiness, and post-secondary education. During any given school year, approximately 500 students are educated at this location.

The Partners for HOPE Center serves approximately 550 unduplicated students per year between the grades of 3-12 as a school-district collaborated after-school program. In addition, during the school day, the Partners for HOPE Center also serves as an on-site location for an alternative school that serves Lamar Middle School and Lamar High School students of the Lamar School District.

As previously mentioned, the Lamar High School and Partners for HOPE Center have not had any capital projects completed on their sites in the last 3 years. However, prior to that, the high school had an addition that was completed in 1986, renovations were completed at, then, Lincoln Elementary in the same year. In 1997 the boilers and chillers were replaced in both locations, and in 2003, renovations were completed on the HOPE Center (then Lincoln Elementary) library and the high school auditorium.

Deficiencies Associated with this Project:

INTRODUCTION

Through the development of a district-wide Facility Maintenance Master Plan, Lamar School District confirmed and detailed the highest priority facility needs of the district's five (5) educational facilities, concluding with the need to address the poor indoor air quality, plaguing thermal comfort issues and extensive mechanical systems deficiencies of Lamar High School and the HOPE Center. These items represent the largest financial challenge for our district.

The focus of our facility improvement goal is the resolution of insufficiency in the educational environment for student and teachers, caused primarily by concerning low levels of indoor air quality, thermal comfort issues and imminent failure of systems. In addition, the district seeks to reign in O&M costs, currently used in on a reactive basis, and begin the process of proactively investing in our facilities.

I. HEALTH CONCERNS: POOR INDOOR AIR QUALITY, THERMAL COMFORT & MECHANICAL VENTILATION INDOOR AIR QUALITY

BEST FY2018-19 GRANT APPLICATION SUMMARIES

A. CO2 CONCENTRATIONS

Measurements of CO2 concentrations (measured in parts per million (PPM)) sampled at Lamar High School and HOPE Center in January 2018 demonstrated that these buildings are not receiving adequate levels of ventilation air to maintain indoor air quality at levels within ASHRAE and OSHA standards. CO2 levels above 1000 PPM are considered high according to OSHA standards. Sample data can be found in the Facility Maintenance Master Plan and the Indoor Air Quality Report provided as supplemental documents to this application.

Areas of the HOPE Center measured well above 1000 PPM, while areas of Lamar High School measured well above 2500 PPM, which is considered levels that begin to effect adverse health. Even more troubling is that some portions of the High School are experiencing potentially unhealthy levels of CO2 on almost every day that they are occupied.

All the district's school buildings have mechanical HVAC systems which should deliver ventilation air, however, in several instances outside air dampers of room unit ventilators are permanently blocked and in other areas, the HVAC systems are failing to provide adequate ventilation air for undetermined reasons.

B. THERMAL COMFORT & MECHANICAL VENTILATION

The mechanical systems in the High School and HOPE Center are outdated, inefficient and wholly ineffective. Effective maintenance of these systems is difficult and expensive, with frequent break-downs, difficulty finding replacement parts, and results in high operating costs.

Due to the age, poor design, and operational issues, the HVAC systems in the High School is not providing simultaneous heating and cooling, creating substantial comfort issues in the mild months, for instance, when the south exposures require cooling and north exposures needs heating.

Lamar High School mechanical systems consist of central hot and chilled water, with a 4-pipe distribution system serving unit ventilators. Although this system can provide simultaneous heating and cooling, it is ineffective in doing so. The system has poor zoning design, a lack of effective control from archaic pneumatic devices, and equipment that has exceed its useful life. Simply replacing parts, like old boilers and chillers, will not address the casual issues of indoor air quality and thermal comfort.

Hot water for the entire building is generated from three large forced draft boilers. Chilled water is generated from two air-cooled chillers, one which serves a majority of the building, and another serving the southern addition. The gymnasium, auditorium and other large spaces have central built-up air handlers, and the office areas are served with packaged rooftop units.

The exhaust and safety ventilation systems in the building is also a concern. The locker rooms do not have adequate exhaust or fresh air supply, leading to uncomfortable levels of bio-effluents. Exhaust vents from the science lab and adjacent storage room are ducted to near the floor, but there are no higher-level exhaust vents in or near the ceilings in these spaces. While the near floor-level exhausts may be effective at removing hazards that are heavier-than air, this system is ineffective at dealing with lighter-than-air hazards.

The HOPE Center existing mechanical HVAC systems consist of an original central low-pressure steam system, 1997 chilled water plant, 4-pipe distribution to room unit ventilators, and packaged rooftop units for the library installed in 2003. These steam boilers, piping, and unit ventilators, all of which are original to the building, are the primary source of operation deficiency. The boilers are well beyond their 30-year lives, and are difficult to maintain.

This type of system is no longer an effective heating source for facility application like the HOPE Center. It is the only remaining steam system in the district, whereas all other schools have high efficiency hot water systems. For consistency, efficiency and ease of maintenance, a new high efficiency hot water heating system is necessary to replace this steam system.

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The packaged rooftop units serving the library were installed in 2003. They are nearing the end of their expected 15-year service lives, and are due for a one-for-one replacement. The exhaust fan used to cool the indoor building transformer is unreliable and needs to be replaced.

A Johnson Controls central building automation systems is installed in all the District's schools, but in Lamar High School and the HOPE Center, these systems "operate" obsolete pneumatic devices which is an ineffective strategy, difficult to maintain and not accessible remotely. Based on observations by the Master Planning team, it was clear that the control systems may not have been properly commissioned.

Overall, the HVAC systems are in poor condition and major equipment needing to be replaced. These existing mechanical HVAC systems have operated beyond their expected useful service lives and need wholesale replacement.

C. WINDOWS

The exterior window and door systems the High School, most prominently around an interior courtyard, are single-paned and generally installed to be inoperable. Inoperability would not be a concern if the school were receiving proper ventilation air through the HVAC system, but that is not the case.

Poor insulation from the large single-pane windows areas results in notable heat loss/gain throughout the day, and further contributes to the issues of comfort and mechanical system effectiveness in our building.

Similarly, the windows and doors at the HOPE Center are single paned, and include large areas of glass block above. The glass block has since been covered by poorly insulated panel board. In both instances, the windows are a source of notable heat loss/gain, and contributes to an uncomfortable educational environment. They are also suspected or have been identified as having ACM in the seals.

The district needs to replace these with modern window and door systems that provide proper thermal comfort and a properly sealed building envelope. Furthermore, we need to replace these windows to effectively justify the investment of new HVAC systems that is correctly sized and performs as intended,

D. HAZARDOUS MATERIALS

The window putty around a majority of windows at the High School and HOPE Center are either suspected, or have been identified as containing asbestos. Further testing is currently underway for suspected of lead. They will need to be mitigated and disposed of properly in a window-replacement project. Fire and egress doors that are identified in the following deficiency section as needing updated hardware are also suspected of containing asbestos.

Rather than retrofitted with new hardware, which would likely disturb their asbestos cores, the entire doors should be removed, disposed of properly, and replaced with modern doors that include the appropriate hardware and provide better insulation. A summary of where Asbestos Containing Material (ACM) can be found (or is suspected) in many instances throughout these building, specifically in the following items and locations:

Lamar High School:

1. The mastic of the 12-inch by 12-inch ceiling tiles in the North hallway, band room, and band offices
2. The transite panels around the windows of the commons area, some classrooms, and hallways
3. Transite board in the fume hood of the science room
4. The fire doors of the mechanical room, shops, and hallways
5. The caulking around the cement roof deck on the West side of the building interior
6. The drywall system and texturing in some classrooms, the shops, and the auditorium
7. The hard plaster in the library and auditorium
8. The surfacing material on the sealed CMU walls throughout much of the building
9. The window putty around windows of courtyard

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10. Vinyl wall base and mastic in many classrooms and offices
11. The plaster soffits on the exterior entrance to the building
12. In the benchtops of the laboratory and shops
13. The pegboard in the auditorium and sound booth
14. The white sealant on the fiberglass insulation in the mechanical room
15. The few remaining mudded fittings on the heating units in the corners of the gym
16. The green chalkboards visible in Room 20 and the Art Room and that may be covered over in other classrooms

HOPE Center:

1. The mastic and 9-inch by 9-inch floor tiles under the carpet in some classrooms
2. The CMU walls in the hallway of the 1987 addition
3. The exterior window caulking of the south and west side of the building, the north and south side of the gym, and the northeast side of the building
4. The caulking and grouting on the glass block of the building
5. The remains of some old fitting and line insulation in the stairwell to the basement
6. The mudded insulation on the chiller pump in the mechanical room
7. The drywall systems in the 1987 addition and the restroom in the basement
8. The door to the mechanical room
9. The white sealant on the fiberglass insulation in the mechanical room
10. The ceiling tiles in the original portion of the building
11. The countertops with sheet vinyl in some of the classrooms
12. The window panels on south windows at the north end of the school, and on the west and south side of the building
13. The plaster soffits of the exterior above doorways and along the sides of the building
14. The exterior drywall soffit of the gym
15. The green chalkboards in some classrooms

II. SECURITY & LIFE SAFETY DEFICIENCIES

A. EXTERIOR SECURITY CAMERA VULNERABILITY

All exterior doors remain locked and there is only one point of access by the public at the front entrance of our district facilities. They are accessible via a camera and buzzer system controlled in the front offices, but the reliability and visual resolution of the security cameras are a concern for the school administration, school staff and maintenance personnel.

There are security cameras in the exterior and interior of the building which to provide adequate coverage of most of the corridors and access points, but there are other significant blind spots around each school facility that the current camera system does not cover. The exterior cameras are low quality and were poorly installed. They do not provide a high-resolution feed to the central monitors, and often cut out altogether.

The equipment and software within the district are different vintages and specifications, and the system as a whole has become unreliable and exposes the exterior areas, which is significant, to safety vulnerabilities.

B. FIRE RESPONSE SYSTEM DEFICIENCIES

The current alarm system throughout the buildings consists of buzzers and strobes. Neither the High School nor the HOPE Center have a modern fire suppression system, other than a few limited areas of the High School. Although not required by fire code, the building should be brought up to modern standards in these schools by installing a new alarm system that includes voice evacuation and a fire suppression system to the buildings.

A comprehensive fire alert and suppression system in all schools is a priority for the district, and is the focus of the next phase in our district master plan. Unfortunately, this scope of work is a significant financial undertaking when done correctly. Until the district can budget for this project, our priority is to address the urgent needs in Lamar High School and the HOPE Center,

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which are outlined below.

LAMAR HIGH SCHOOL

There is a smoke ventilation system installed over the stage in the auditorium, however the roof vents for this system are now covered by the current roofing system. This system needs to be recommissioned, re-installed, and the roofing needs to be removed from its roof vents with proper flashing installed around them.

Several exit doors and interior fire doors do not have modern panic bars, including the following specific locations:

1. Exit doors in the southeast corner
2. Exit doors in the southwest corner
3. Exit doors in the northwest corner
4. Fire doors between the main group of classrooms that are surrounded by perimeter corridors and the corridors that straddle the courtyard have old-style push bars
5. Fire doors from the gym into the central corridor
6. Exit doors in the southwest corner of the gym

HOPE CENTER

The fire alarm panel is located just inside the main corridor from the entry atrium but it is currently not working. It is still unclear how this impacts the alarm system throughout the building. There are older-style pull-down fire alarms located close to most exit doors except for the entry door into the front atrium. The alarm-pull near the entry door into the front atrium is located well into the main corridor.

There are a few push-button fire alarms that are original to the building. It is unknown if these are tied into the alarm system in any way or if they are still working, and in at least one case for the exit door in the southeast corner of the building, they are on opposing walls, which would cause confusion in the event of an emergency. The gym has no pull alarms or buzzers and strobes at all.

III. EMERGENCY GENERATOR & ELECTRICAL DISTRIBUTION

The High School is served by a 1,600 Amp three-phase electrical service on the building's original 1968 equipment. The existing electrical service entrance equipment is nearing 50 years old. Unless the circuit breakers are tested and exercised frequently, they cannot be relied on to interrupt circuits during a fault. Several step-down transformers, also original to 1968, are located throughout the building to provide 208/120V to lighting panels and receptacles.

The existing generator is well beyond its useful life, and cannot be relied upon for future use. An Onan 15kW standby generator provides standby power. This generator is original to the 1968 building. Although this generator still works and is tested biannually, it is a system that needs proactive replacement along with the original 1960's electrical panels still serving Lamar High School.

Proposed Solution to Address the Deficiencies Stated Above:

SOLUTIONS TO HEALTH ISSUES: INDOOR AIR QUALITY, MECHANICAL VENTILATION & THERMAL COMFORT

I. NEW HVAC SYSTEMS

Lamar School District plans to implement new, high-efficiency heating, ventilation and air-conditioning (HVAC) systems to replace the existing aging hydronic heating and cooling system in the High School and HOPE Center. The new systems will be but capable of handling large load fluctuations that exist in the buildings, provide moderate temperature control with minimum humidity control, and provide optimal indoor air quality with a Dedicated Outdoor Air System (DOAS).

Various HVAC system options have been evaluated to optimize efficiency with life-cycle costs. In the past, our decision on the type of heating and cooling system to use in our buildings was made based on little or incomplete information, and was

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chosen based solely for the convenience of the available contractors or HVAC equipment sales representative. This resulted in chaotic project experiences and outcomes that we do not intend to repeat. Instead, we have taken an approach to ensure that we are accounting for all factors relative to the best long-term solution for the district.

To provide the most accurate information possible for making informed decisions related to operation of the buildings, a thorough life-cycle cost analysis was performed to compare applicable HVAC system alternatives. This more comprehensive financial model considers not just first-cost, but all-important factors such as anticipated maintenance costs, utility costs (based on the district's historical date), and major equipment replacement costs to provide an overall picture of the cost of owning and operating each system.

The following HVAC System alternatives were evaluated and their 25-year life-cycle costs, and included their qualitative advantages and disadvantages. Detail of this study can be found in the Facility Maintenance Master Plan:

1. 4-Pipe Hydronic System w/ Air-Cooled Chiller & Condensing Boilers
2. Air-source Variable Refrigerant Flow System (VRF) w/ Dedicated Outside Air
3. Geothermal Variable Refrigerant Flow System (VRF) w/ Dedicated Outside Air
4. Packaged Gas/Direct-expansion Rooftop Units

LAMAR HIGH SCHOOL HVAC:

A new and modern 4-Pipe Hydronic System with Air-Cooled Chiller and Condensing Boilers is the best option for Lamar High School, considering all quantitative and qualitative measures and analysis. The design and implementation of this project scope includes replacing all current HVAC and central plant systems with new equipment and components, and the opportunity to utilize a majority of the hydronic piping loops currently in place.

Efficient heating plant design (for both schools) will include designing the heating system for a maximum of 140°F and utilizing high efficiency condensing boilers capable of operating at 93%+ efficiency. The new hot water system would involve the use of three natural-gas fired condensing boilers, each sized at 50% of the building's heating load. This would provide full redundancy (N+1), so if one boiler was to fail, the building would still receive all the heat it demands.

The boilers will be specified with fully modulating burners that provide an increase in system efficiency at part-load conditions, which is where much of a boiler operation occurs. This increase in boiler efficiency will decrease the amount of fuel used by the boilers.

The ability to reuse the hydronic piping infrastructure already in place will result in a first-cost avoidance, and allows us to repurpose that costs towards extending piping runs where needed and adding additional zoning equipment. Ensuring zoning designs appropriately serve the building by adding additional zone equipment will address the primary causal sources of our comfort issues, and optimize the performance of the new system.

HOPE CENTER HVAC:

Replacing the steam-heat system with a new high efficiency hot water system will include new condensing boilers, pumps, piping and hot/chilled water unit ventilators. New hot water distribution piping and unit ventilators will be installed to allow for heating by low temperature hot water. The new unit ventilators in the building will tie into the current chilled water piping loop, modernizing the hydronic system as it is intended to perform.

In addition, as they are due for replacement, we will replace the existing rooftop units that serve the library spaces with new high efficiency, variable flow rooftop units, improving part-load comfort and energy performance.

Lastly, by eliminating obsolete pneumatic control devices at both facilities, and installing a Direct Digital Controls (DDC) system to tie in to our Johnson Controls platform, we will have complete centralization of the districts building automation.

BUILDING AUTOMATION SYSTEM:

HVAC equipment for these two schools will be controllable from a central interface and accessible over the internet by approved staff. Equipment can be scheduled to setback the space temperature and close outside air dampers during

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unoccupied periods to reduce heat loss and fuel usage during these hours. Control sequences will include demand controlled ventilation (CO2 control), variable volume pumping, supply air temperature reset, static pressure reset, and optimal start.

The primary goal of these upgrades is not driven by the resulting energy-efficiency of these systems, but is the optimization thermal comfort and providing reliable fresh air ventilation throughout the facilities.

II. WINDOW & DOOR REPLACEMENTS

Comprehensive replacement of all windows and doors throughout Lamar High School and the HOPE Center addresses all key concerns and deficiencies outlined in this application, including: (1) securing the points of exit and egress, (2) improvement of the indoor air quality, (3) improvement of the thermal comfort of building occupants, and (4) removal of identified hazardous materials. This scope includes:

Lamar High School:

1. Demolition, replacement and weatherization of all fixed/operable windows and doors.

HOPE Center:

1. Demolition of glass block windows and installation of Exterior Insulation and Finish system (EIFS) providing exterior walls with an insulated, water-resistant, finished surface in an integrated composite material system.
2. Demolition, replacement and weatherization of all fixed/operable windows and doors, except on 2003 additions.

Replacing exterior window and door systems in conjunction with a comprehensive HVAC system renovation provides several advantages. Infiltration of unconditioned, outside air into a building can be drastically reduced by replacing old windows and doors, it enables the new HVAC system to be more appropriately sized and designed to serve only the thermal loads that are intrinsic to the building and its occupants, it reduces first cost of the HVAC system by reducing its required capacities for heating and cooling, and it also reduces the operating costs of a new HVAC system by enabling it to operate more as intended.

If we were move forward with a comprehensive HVAC renovation, without replacing windows and doors in conjunction, the result would be a building that operates with many of the same poor comfort issues that currently exist, but with a larger-than necessary financial cost.

For these reasons, the replacement of all exterior windows and doors that were identified in this application will be undertaken in conjunction with the recommended abatement and HVAC projects.

III. ABATEMENT OF HAZARDOUS MATERIALS

We have identified specific areas and scopes of work for ACM abatement as it relates to this project:

1. HOPE Center Steam Piping Elbows
2. HOPE Center Steam Piping Insulation
3. HOPE Center Surface Abatement
4. HOPE Center Window Removal
5. High School Fire Doors Removal
6. High School Isolated Floor Tile Demo
7. High School Ceiling Tile Glue
8. High School Library Ceiling Demo
9. Air Monitoring
10. Air Clearance

IV. REPLACE ORIGINAL HIGH SCHOOL SWITCHGEAR & PANELS

Specific electrical system replacements have been identified to complete needed upgrades at Lamar High School, and include the following scopes of work:

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1. Demo existing MDP
2. Install new switchboard, distribution panels, and circuit breakers
3. Install new lighting and receptacle panelboards with new feeders
4. Install new emergency power supply system (diesel generator) with an automatic transfer switch that will supply standby power to the building heating system and other required loads.

SOLUTIONS TO SAFETY & SECURITY SHORTFALLS

I. DISTRICTWIDE SECURITY CAMERA SYSTEM UPGRADE

A complete upgrade to the district security camera system with a more reliable, modern, and higher-resolution system and ensure that all exterior areas of the facilities are visibly covered.

Upgrading the district to a single security platform includes:

1. Two (2) site level DVRs with 32TB (21 days) storage capacity
2. Total of 120 5-megapixel resolution cameras - 2592x1944, 20fps
3. CMS software with continuous live monitoring, programmable camera layouts and multiple authorized user login and access
4. Central monitoring access by District Office and authorized access monitoring for local emergency responders
5. 32 channel NVR per location for direct system interaction
6. 18-channel 20-amp power supplies and wiring upgrades
7. Weather proofed junction boxes at each camera
8. 4K output HD monitors

II. REPAIR FIRE RESPONSE SYSTEM URGENT NEEDS

The specific solutions to address the urgent needs of the fire response systems include:

HOPE Center:

1. Replace the main fire alarm panel
2. Remove the remaining antiquated push-button alarms throughout the building
3. Install an alarm-pull, buzzer and strobe in the gym
4. Relocate the alarm-pull near front entrance closer to exit

Lamar High School:

1. Update the remaining hardware on all egress doors to modern panic bars
2. Recommission the smoke ventilation system over the stage

How Urgent is this Project?

As mentioned throughout this application, we believe that investments in our facilities for the long-term, and without half-measure is the best path for Lamar School District. As such, the district does not have the financial capacity to address our building needs without assistance.

If this project is not awarded, the opportunity to address these issues in a comprehensive manner will decrease in likelihood. We would most likely explore other opportunities of funding these projects, such as lease-purchase financing or a larger bond issue to the voters, but any other path will likely result in needed "cost-cutting" and not allow us to holistically implement these projects as intended. The district will continue to perform reactive repairs and other piecemeal projects in an attempt to maintain until the result of November 2018 bond issue provides further clarity.

The urgency of each major deficiency is described below.

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I. NEW HVAC SYSTEMS, WINDOW & DOOR REPLACEMENTS, ABATEMENT

It is critical that indoor air quality of these two facilities is resolved quickly and completely. CO2 levels above 2500 PPM is far from acceptable concentrations in a K-12 facility, and more than 2.5 times the acceptable standards set by OSHA. Without immediate improvement to this health concern, the district puts its students at risk of adverse health conditions. It is also our duty to provide an educational environment that ensures basic standards of thermal comfort, which is subpar in both facilities.

The quantitative and qualitative analysis of our systems itself indicates that the district is, and has been running on borrowed time. To put in more simply, the district is confident that both HVAC systems will continue to be deteriorate and at an exponential pace, and become even more costly to maintain, repair and replace. If the district continue to throw sunk cost expenses at these systems, it will inhibit us from allocating those funds to the proactive upkeep of other modern systems in other facilities in the district.

Lastly, replacing the large, single-pane, and ACM containing window and door areas in conjunction with these clean-slate HVAC improvements, ensures that the financial commitment made by Lamar School District, our community and the CDE is not wasted on oversized equipment, and uncontrolled heat loss/gain from a poorly insulated building envelope. As mentioned earlier, without a properly sealed and sound building envelope, we will continue to deal with the same issues but at a premium financial cost.

II. CAMERA SYSTEM UPGRADE & FIRE RESPONSE UPGRADES

To continue to ensure the safety and security throughout the district, there can be no delay in even the smallest of measures to properly secure and monitor the district's facilities. The importance of full visual coverage and high resolution live-monitoring of our facilities and grounds should not be understated, and is an unfortunate necessity in modern public school systems.

If his project were not to be funded, Lamar School District would do whatever is needed to move forward with these solutions, most likely relying on capital improvement budget funds.

The district's fire response systems throughout the district are generally sufficient, but do have a short list of glaring shortfalls. Future improvement projects include the installation of new, state-of-the-art fire response/suppression systems with voice alerts, but in the short-term the gaps outlined in this application present an opportunity to make important upgrades and enhancements to both systems.

III. ELECTRICAL UPGRADES

The existing electrical service entrance equipment is nearing 50 years old. Unless the circuit breakers are tested and exercised frequently, they cannot be relied on to interrupt circuits during a fault. This equipment should be replaced with modern, safer electrical distribution equipment that includes ground fault circuit interruption, arc flash mitigation, and transient voltage surge suppression.

The existing generator is well beyond its useful life, and cannot be relied upon for future use. Without standby power for heating circuits, power outages can cause costly building damage.

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 primary source of funds for future maintenance and capital renewal will come from the district's current Capital

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Improvement budget. This fund is dedicated to capital improvement projects, but is not at a level that allows the district to fund financially substantial projects like those outlined in this application.

With assistance from BEST, and the completion of these major projects, these funds would be repurposed to serve as the primary source of capital renewal and proactive maintenance throughout the district. We would no longer need to allocate spending on obsolete systems and equipment. Instead, we would be able to effectively budget and maintain building systems and infrastructure as intended.

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. Funds will be set aside to handle the biggest expense in the future, which, according to ASHRAE and manufacturer data is replacement of major equipment in approximately 20-25 years.

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:

Lamar High School was constructed in 1968. At that time, there was a need for a new high school location to better accommodate the amount of compulsory age students within the district. The Partners for HOPE Center (formerly Lincoln Elementary School) was constructed in 1948 in order for students from the abandoned Colony School to attend.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Within the last three years, the Lamar High School and Partners for HOPE Center (formerly Lincoln Elementary School) have not had any Capital Projects completed. In 2003, the Lamar High School Auditorium was remodeled and all seating and sound equipment was replaced. The HOPE Center library was completely remodeled in the same year.

In 1997, boilers and chillers were replaced in both facilities, and are the current systems still in place. In 1986 both facilities had renovations completed, most notably at Lamar High School where a new wing was added to better accommodate an influx of student enrollment to the district.

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

While the Lamar School District has explored other options for funding regarding these necessary product replacements, at this time, without increased funding for the projects from the BEST Grant, the district will still plan to pursue a Bond for the project costs during the election of 2018.

These replacements are paramount for the safety, security, and health of students within the Lamar School District, and while some funds have been saved in the Capital Projects fund, there will not be nearly enough available funds to support these necessary improvements. The need for these projects to be completed is very important to the district, and we plan to do whatever is necessary to better accommodate our students and allow for them to remain safe and comfortable while attending our schools and programs.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Annually, this district addresses the facility's capital outlay by collaboration with its administrative team, maintenance personnel, and school board members to best prepare for the upcoming years' capital project needs. As of the 2016-2017 Fiscal Year, approximately \$738 per FTE was spent by the district out of the Capital Projects Fund.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Baseline O&M Costs across the district are as follows:

Electric: \$248,180

Gas: \$39,890

Water: \$15,901

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Initial combined annual utility cost savings for implementing the projects described in this application is \$35,207. This does not include anticipated maintenance savings which would be reallocated to proactive upkeep of the new systems.

Lamar High School and HOPE Center are significantly worse energy users than the other facilities normalized to building area. This is due, primarily, to both facilities use of aging and inefficient heating systems and pneumatic controls when compared to the other buildings. If investment is made to upgrade these systems, it can be expected that they would reduce their consumption to near the other facilities, with the High School always higher for its heavier use.

Current Grant Request:	\$4,429,262.47	CDE Minimum Match %:	47
Current Applicant Match:	\$3,927,836.53	Actual Match % Provided:	47
Current Project Request:	\$8,357,099.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	Bond Election Nov. 2018
Future Grant Requests:	\$0.00	Escalation %:	5
Total of All Phases:	\$8,357,099.00	Construction Contingency %:	10.00
Affected Sq Ft:	144,603	Owner Contingency %:	4.00
Affected Pupils:	1,131	Historical Register?	No
Cost Per Sq Ft:	\$57.79	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$6.40	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$51.40	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$7,389.12	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	128	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	1,404	Bonded Debt Approved:	
Assessed Valuation:	\$82,007,298	Year(s) Bond Approved:	
PPAV:	\$58,431	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$2,863,342	Year(s) Bond Failed:	
Median Household Income:	\$42,004	Outstanding Bonded Debt:	\$0
Free Reduced Lunch %:	63.7%	Total Bond Capacity:	\$16,401,460
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$16,401,460
3yr Avg OMFAC/Pupil:	\$1,258.21		

● **Facilities Impacted by this Grant Application** ●

SWALLOWS CHARTER ACADEMY - Modular Replacement - Swallows Carter Academy - 1999

District:	Auditor - Pueblo Rural 70
School Name:	Swallows Charter Academy
Gross Area (SF):	48,834
Number of Buildings:	5
Replacement Value:	\$8,353,996
Condition Budget:	\$3,122,511
Total FCI:	0.37
Adequacy Index:	0.40



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,410,824	\$488,937	0.35
Equipment and Furnishings	\$129,860	\$85,820	0.66
Exterior Enclosure	\$708,392	\$12,269	0.02
Fire Protection	\$121,837	\$0	0.00
Furnishings	\$109,011	\$0	0.00
HVAC System	\$1,128,633	\$538,168	0.48
Interior Construction and Conveyance	\$771,975	\$212,729	0.28
No System Group	\$344,700	\$0	0.00
Plumbing System	\$350,612	\$4,427	0.01
Site	\$1,102,797	\$474,382	0.43
Special Construction	\$1,272,885	\$1,292,773	1.02
Structure	\$902,470	\$15,708	0.02
Overall - Total	\$8,353,996	\$3,125,213	0.37

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: SWALLOWS CHARTER ACADEMY

County: PUEBLO

Project Title: Modular Replacement

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. Last year, SCA was a second alternate back up project and was not funded.

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"/> Technology |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

SCA in Pueblo West, Colorado is a community school that 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 7% of the entire District 70 population and has over 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 District 70 is based on receipt of PPR. District 70 is one of the lowest funded districts in the state of Colorado. The district withholds 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 and programs. With a starting budget of \$4,305,829 and salaries and benefits consuming 70% of the budget, SCA is only left with 30% of the budget for other purposes. 6% goes toward the loan payment for the building, 5% is allocated for books and supplies, and 6% toward college tuition for our early college program. This leaves 13% of the budget for utilities, insurance, operations and maintenance. This fiscal year SCA allocated \$90,000 for the building maintenance and repairs. SCA's facility manager repairs and maintains minor plumbing and handles everyday maintenance, such as cleaning, painting, minor repairs to furniture,

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building shelves, patching holes, waxing floors, and others.

Deficiencies Associated with this Project:

The students, teachers, administrators, and parents who make up the Swallows Charter Academy community are proud of their accomplishments and their school, 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 and suitable in every sense of the word. Unfortunately, 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 educational demands of learning and is 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 create deficiencies in fire safety due to lack of a sprinkler system, lack of electric capacity, failure to comply with ADA, overcrowding, 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:

- Lack of foundation (modular structures sitting on blocks).
- Lack of proper ventilation.
- Moderate to severe mold growth exists in these areas.
- Ongoing structural movement both vertically and horizontally (continuous flooring and roofing repairs).
- Damaged roofs need total replacement.
- Lack of fire safety (no sprinkler system).
- Lack of electrical service (lack of capacity has limited our science and other curriculum).
- Lack of true security system, due to many exit/entry points.
- Lack of proper lighting (interior and exterior).
- Lack of communication system.
- 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. SCA lacks one secure controlled entrance.
2. 26 entry and exit points (on total campus) that cannot be sufficiently controlled.
3. The school needs a greater number of security cameras and devices, due to the layout of the campus and the distance between the buildings.
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 open campus. Please see the letter from Captain Lucero of the Pueblo County Sheriff’s Office, and Greg Keasling from Pueblo

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Rural District 70. They have outlined the many challenges we faced during a coordinated multi agencies crisis exercise held on January 18th 2017, at SCA. 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.

7. No vegetative landscaping or natural barriers exist for several hundred feet in any direction.
8. 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.
9. 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 contaminates.

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. Lack of cabling infrastructure, thus only allowing the max Internet speed provided through Comcast.

7. The school cannot be on one network due to the building separation, which causes lack of communication between staff and students.

8. 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.

3. The lack of building/structure integrity has caused ceiling tiles to routinely be blown out of the ceilings on windy days.

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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.
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 women's 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.

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/mold problems at the perimeter walls and in the crawl space.

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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 22 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.
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.

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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 \$15,000 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:

- Safety and security of the students and staff
- Life safety and code violations
- Educational program inadequacies and deficiencies as it relates to the existing facilities
- Immediate and anticipated maintenance and repairs needed for each building
- Facility maintenance and operations costs
- 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. This report is misleading as it includes the newest addition. The latest assessment report does show the major deficiencies with the modular buildings and indicate immediate replacement. 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. The new facility would primarily be built on Lot 2, which has been released to SCA from current bondholders to be used for collateral. The bondholders released the land to SCA for 2 years, while pursuing the BEST grant. Since we were a back up project in the 2016-17 BEST grant cycle, SCA has already resolved the lot line issue and is free and clear to move forward with construction.

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 current students and 250 on the waiting list, 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:

STRUCTURE

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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 so far, but the mold underneath will eventually become a health and safety concern causing 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 severe 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 solution to not having a foundation.

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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 no longer would 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 staff and students of SCA, have all agreed that our facility deficiencies have risen to a level where safety and health are 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! In fact, since SCA has not received the BEST in the past 5 years or any other grants and funds, SCA has had to move our high school students off campus to leased spaces across the ally way to accommodate the students on our campus for the 2018-19 school year. Thus, SCA continues to allocate money toward renting in order to deliver our program components. SCA is running out of options. Our students and staff must be in a permanent building as soon as possible so we can bring our high school students back to our campus and truly be a K-12 school as intended. 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!

If SCA does not receive the BEST grant, then we would be forced to increase our debt services, decrease our reserve fund, increased maintenance and 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

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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.

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 school facility. We teach about having a positive attitude 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 6th year in a row.

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?

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 with the goal of avoiding the practice of "breakdown and emergency" maintenance. The predictive maintenance plan will include:

- 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.
- 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.
- 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.
- 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 part of the plan include, but are not limited to:

- Heating system: All mechanical systems/HVAC should be inspected and maintained regularly; performance is to be maximized through proper maintenance.
- Air handling equipment: Fans, ductwork, dampers, and louvers should be inspected and maintained regularly; performance is to be maximized through proper balancing.
- Roof system: Surfaces should be inspected regularly, with proper removal of snow and water; leaks should be repaired upon

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discovery.

- Plumbing system: Sprinkler systems, water fountains, pumps, expansion joints, and drains should be regularly inspected.
- Electrical system: Regularly scheduled analysis by professional engineers and electricians, with thermographic scanning and motor current analysis used to identify common faults.
- Fire alarm and public address system: Regular testing and maintenance.
- Finishes: Painting should be done on a regular schedule and 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 is anticipated to be in the estimated amount of \$3.30 per square foot based on approximately 45,755 square feet for a total of \$150,992. This information was based on information gathered from local contractors and it is believed to be feasible. However, 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 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 \$68,800 per year. Major problems that extend beyond his skill set are contracted out to local vendors.

Below is a list of systems/components and the estimated cost per year of maintenance: Total = \$140,000

- HVAC = \$35,000
- Plumbing (LEED) = \$15,000
- Electrical = \$1,500
- Building Shell = \$3,000
- Internal Repairs = \$7,000
- Janitorial Supplies = \$65,000
- Grounds Repairs = \$7,500
- Low Volt / IT Maintenance = \$3,000
- Kitchen Maintenance = \$3,000

SCA acknowledges that maintenance numbers during the initial years of the new school will be lower than the following years. 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.

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 \$50,000-\$60,000 annually in a separate capital reserve account based on the Capital Replacement Plan.

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.

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- Roofing has a 30-year life span for other roofing for a total cost of \$700,000 and an annual cost of \$26,660.
- Air Handlers have a 25-year life span for a total cost of \$65,000 and an annual cost of \$2,600.
- VAV's have a 20-year life span for a total cost of \$25,000 and an annual cost of \$1,250.
- Miscellaneous Plumbing has a 25-year life span for a total cost of \$20,000 and an annual cost of \$700.
- Light Fixtures have a 15-year life span for a total cost of \$20,000 and an annual cost of \$1,500.
- Painting has a 10-year life span for a total cost of \$8,000 and an annual cost of \$1,000.
- Flooring has a 15-year life span for a total cost of \$150,000 and an annual cost of \$10,000.
- This is what I have updated so far...Landscaping/irrigation has a 20-year life span for a total cost of \$5,000 and an annual cost of \$250.
- Hardscapes have a 25-year life span for a total cost of \$20,000 and an annual cost of \$800.
- Joint Sealant/weather strip has a 10-year life span for a total cost of \$3,000 and an annual cost of \$300.
- Smart boards/projectors have a 10-year life span for a total cost of \$78,000 and an annual cost of \$3,000.
- Low Voltage Cabling/Equip has a 20-year life span for a total cost of \$35,000 and an annual cost of \$1,500.
- Doors and hardware have a 30-year life span for a total cost of \$10,000 and an annual cost of \$1,000.
- Windows/Glazing have a 30-year life span for a total cost of \$30,000 and an annual cost of \$1,000.
- Window Treatments have a 10-year life span for a total cost of \$15,000 and an annual cost of \$1,500.
- Fire Sprinklers have a 50-year life span for a total cost of \$70,000 and an annual cost of \$1,500.

The total costs of all the above systems and components are \$1,254,000 and annual costs totaling \$54,560.

Based on our analysis, SCA feels setting aside these amounts 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 \$55,000. 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. SCA has also opened a separate COLOTrust account in the amount of \$100,000, dedicated solely to the building project. 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. If awarded the BEST grant the SCA Educational Foundation has committed \$35,000 towards our match.

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 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 addition of a 9-12 program in 2008 prompted the purchase of 15 additional modular units, which are still being used today and an additional 1 more unit (2 classrooms) were purchased in 2016 to accommodate current 6th grade. SCA has been in existence

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for 21 years!

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 matriculate students into the middle school and high school. Thus, in 2012, 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 from a school that received a BEST grant.

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 10 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 hall 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 somehow related to facilities. We constantly struggle 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 staff, parents, and 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 authorized and during the course of the subsequent acquisition of the various SCA modular structures, the current 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. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

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.

-13 Modular units were installed, which included a paved parking lot, 2008 = \$1,050,000

-Modular units needed additional work to connect them together as there were major gaps in floors and ceiling, 2008 = \$50,000

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- Constructed for use with upgrades to carpet, paint, and utilities, 2008= \$100,000
- Security system installed, 2011= \$30,000
- New phone system installed, 2011= \$20,000
- New technology labs installed with upgrades to the network 2011-2014= \$90,000.
- Various plumbing issues: sinks, toilets, and drinking fountains replaced and repaired, 2011-2015= \$20,000
- Annual roof repairs, 2010-2015= \$5,000
- Annual replacement of various ceiling tiles, 2011-2015= \$5,000
- Rock and landscaping, 2012 and 2015= \$20,000
- Purchase of school property in 2014= \$150,000.
- Controlled access system installed, 2015= \$10,000
- Annual repairs and maintenance to the HVAC units, 2010-2016= \$12,000
- Additional exterior lighting, 2010 and Spring, 2016= \$30,000
- Additional storage shed, 2011= \$10,000
- Entire sewer system had to be replaced, 2015= \$20,000
- Purchase/install of modular, 2016= \$68,000
- New firewall install and computer carts, 2016= \$30,000
- 2 Roof replacements on old modular units, due to high winds, 2016= \$10,000
- Bathroom upgrades in old modular, due to sinks falling off the wall, 2016= \$3,000
- Additional security cameras and door access installed (key fob system), 2016= \$8,000
- Parking lot repairs, 2016= \$8,000
- Tile repairs, 2010-2016= \$3,000
- Annual Painting, 2011-2016= \$5,000
- Carpet repairs, 2011-2016= \$3,000
- Exterior lighting repairs, 2016= \$10,000
- Door repairs due to unstable building, yearly 2010-2017, = \$7,000
- Parking lot restriping, 2017 = \$3,500
- Sewer pump replacement, 2017-2018 = \$6,000
- Much needed electrical work, 2017-2018 = \$5,000

Total repairs and maintenance since 2008 = \$1,791,500. 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, 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, 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

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modular units are joined together. The lack of a conventional foundation mentioned in the roofing section also affects the 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. (IE: filters, coolant, condenser cleaning, etc.)

7. Door replacement and realignment (this is a yearly cost due to shifting soils) - 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, \$2000. (As seen in photos)

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 mold on the underside of the modular units. We have spent too much time and money doing mold mitigation and testing to measure the extent of mold spores, to determine if mold spores have migrated to the classrooms and offices above. Over the past 2 years, we spent approximately \$1600 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 - \$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.) - \$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 = \$175,700. 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. SCA is forced to continue to put money into failing temporary buildings.

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This year's budget for capital improvements, maintenance and repair was set for \$90,000, since we did not have the huge expense of the modular addition. 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 one of the lowest funded district in the entire state of Colorado, which makes Swallows Charter Academy the lowest funded school in the state!

As illustrated 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 can deprive 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?

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.

Within the past 5 years, SCA has reached out to the Daniel's foundation but was informed we did not qualify as we are not starting a new charter and we would not be eligible under their guidelines.

More recently, this year SCA applied to the Lowe's Charitable and Educational Foundation and was not awarded.

SCA has reached out to the Gates Foundation but was informed we did not qualify as SCA doesn't have a high enough Free and Reduced Lunch percentage.

SCA has also reached out to the Anschultz Foundation and was informed they do not fund schools outside the Denver area.

SCA has applied for the BEST grant for the past 5 years in a row and have been denied.

Attempts have been made several times but SCA does not meet the requirements of most capital grants. 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, and we are in our 6th application cycle for BEST funds.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

SCA sets aside approximately \$100 per FTE. SCA has also opened a separate COLOTrust fund account with \$100,000 dedicated to our capital project.

Capital Construction money is used for repayment on our building loan through CECFA.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$19,680,496.15	CDE Minimum Match %:	39
Current Applicant Match:	\$411,894.00	Actual Match % Provided:	2.05
Current Project Request:	\$20,092,390.15	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	General fund, Capital reserve funds, SCA

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Educational Foundation, and SCA's
COLOTrust fund.

Future Grant Requests:	\$0.00	Escalation %:	7.5
Total of All Phases:	\$20,092,390.15	Construction Contingency %:	5.0
Affected Sq Ft:	45,755	Owner Contingency %:	4.5
Affected Pupils:	592	Historical Register?	No
Cost Per Sq Ft:	\$439.13	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$65.63	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$373.50	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$33,940	Who owns the Facility?	Charter School
Gross Sq Ft Per Pupil:	77	If owned by a third party, explanation of ownership:	

Financial Data (Charter Applicants)

Authorizer Min Match %:	54%	CEFCA or financing attempts:	1
< 10% district bond capacity?	N	Enrollment as % of district:	6.38%
Authorizer Bond Attempts:	2	Free Reduced Lunch %	24.70%
Authorizer MLO Attempts:	2	% of PPR on Facilities:	8.00%
Non-BEST Capital Grants:	5	Unreserved Gen Fund % Budget:	12.00%
3yr Avg OMFAC/Pupil:	\$530.89	FY17-18 CSCC Allocation:	\$149,841.92
Who will facility revert to if school ceases to exist?	In the event the charter school facility ceases to exist, it will revert back to Pueblo Rural District 70. SCA has been in existence for 21 years.		



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

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.

Question 2, subsections A-H are related directly to the factors used in calculating the matching percentage. Only respond in detail to the factors which you believe inaccurately or inadequately reflect financial capacity. For those factors which you believe accurately or adequately reflect financial capacity, please leave the response blank or type “Agreed”.

1. Please describe why a waiver or reduction of the matching contribution would significantly enhance educational opportunity and quality within your charter school, or why the cost of complying with the matching contribution would significantly limit educational opportunities 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 should 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. Students would flourish with new science labs (we currently do not have any science labs), integrated technology, and would 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.

If SCA were required to contribute 39% of the grant request, which is \$7,836,032 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 crowded, 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 drastically. SCA has already been fundraising for the past 6 years and more recently has created an educational foundation in the past 4 years. The SCA Educational Foundation has raised approximately \$35,000. Obviously this amount is nowhere near the 39% 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 impossible to save this amount on our small operating budget.

If SCA were required to contribute 39%, 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 access science classes, such as Chemistry or Physics, or participate in collaborative learning for group projects due to the limitations of space, and lack of a lab, 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 could potentially decline as our facilities continue to decline. This is the exact opposite of what we, as a community want for our students.

2. Please describe any extenuating circumstances, which should be considered in determining the appropriateness of 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 36.95% 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 36.95% of the match leaves us with no choice but to request a waiver for the remaining portion of \$7,424,138. There have been a series of unfortunate events in the past 14 years during the time SCA has tried to develop a new safe campus. \$150,000 was recently spent to purchase the land, so we can build a permanent structure on it. No other school in this region has had to buy property to educate children. They all have received deeds of land. Over \$300,000 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 due to high winds, often experienced in Pueblo West, which blew off on Christmas Day, costing SCA \$8,000 to replace. SCA had to replace the entire sewer system costing over \$16,000. More recently, SCA had to replace sewer pumps for restroom facilities costing \$6,000 and much needed electrical work costing \$5,000. Although these amounts may seem small to bigger districts, for SCA, these amounts devastate our budget, especially since we receive 5% less PPR than our surrounding schools. We continue to budget more and more in our facilities as the years go by, for these temporary modular buildings. Since we have had to increase the facility and maintenance budget, we have had to cut from other items in our general budget, such as instruction and technology, which impact the student learning and growth. Big issues are occurring and will continue to be a problem as these facilities are way 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 5 years of failed BEST grant attempts. In fact, since SCA has not received the BEST in the past 5 years or any other grants and funds, SCA will have to move our high school students off campus to leased spaces across the ally way to accommodate the students on our campus, for our academic programming, for the 2018-19 school year. This additional cost and renovations will cost approximately \$189,000. SCA will continue to pursue any and all opportunities for grant money, although we have been continually denied.



**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

A. Weighted average of district matches which comprise the student population.

Applicant's Weighted Average: 54%

Agreed

B. Does the authorizing district have 10% or less bonding capacity remaining?

Applicant's Response: No Adjustment: No Change

Agreed

C. Is the charter school in a district owned facility?

Applicant's Response: No Adjustment: No Change

Agreed

D. How many times has the charter school attempted or attained bond proceeds from an authorizer's ballot measure for capital needs?

Applicant's Total: 2 Adjustment: 2% decrease of max 5%

Four times total; 3 ballot measures. 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 to 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.

E. How many times has the charter school attempted to do a special mill levy override pursuant to 22-30.5-405 for capital needs?

Applicant's Total: 2 Adjustment: 2% decrease of max 5%

Once (with the District) and it failed.

F. How many times has the charter school attempted or attained grant funding through a non-BEST source for capital needs?

Applicant's Total: 5 Adjustment: 5% decrease of max 5%



At least 12 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.

Within the past 5 years, SCA has reached out to the Daniel's foundation but was informed we did not qualify as we are not starting a new charter and we would not be eligible under their guidelines.

More recently, this year SCA applied to the Lowe's Charitable and Educational Foundation and was not awarded.

SCA has reached out to the Gates Foundation but was informed we did not qualify as SCA doesn't have a high enough Free and Reduced Lunch percentage.

SCA has also reached out to the Anshultz Foundation and was informed they do not fund schools outside the Denver area.

Attempts have been made several times but SCA does not meet the requirements of most capital grants. 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, and we are in our 6th application cycle for BEST funds.

G. How many times has the charter school attempted or attained funding through CECFA or another type of financing?

Applicant's # Attained: 1

Adjustment: 5% decrease of max 5%

The current financing through CECFA is how SCA is paying back the bond, a yearly payment of \$263,000. In fact, SCA only receives approximately \$141,000 in capital construction money, which leaves \$122,00 still to be paid from the SCA general fund.

H. Charter school enrollment as a percent of district enrollment.

Applicant's Enrollment: 6.38%

Adjustment: - 3% (decrease)

6.38% of Pueblo School District 70 students are enrolled at Swallows Charter Academy. Another 1% come from other surrounding districts.

I. Free/reduced lunch percentage in relation to the statewide average charter school free/reduced lunch percentage?

Applicant's FRED: 24.70%

Adjustment: +2% (increase)

SCA's K-8 FRL= 24% and the HS = 25% The statewide average charter school free/reduced lunch percentage is 36%.

J. Percentage of PPR spent on non M&O facilities costs.

Applicant's % PPR: 8%

Adjustment: +2% (increase)

With a starting budget of \$4,305,829 and salaries and benefits accounting for 70% of the budget, 30% remains for general operations. 6% goes toward the loan payment for the building, 5% is allocated for books and supplies, and 6% goes toward college tuition for our early college program. This leaves 13% of the budget



for utilities, insurance, operations and maintenance. This is an increase in M&O from last year, as our building is demanding more and more funds for repairs, replacements, and maintenance. We have had to take away from other categories in order to maintain the dining facilities. Thus, SCA continues to spend money renting spaces and remodeling them for our students. Our students and staff must be in a permanent building as soon as possible so we can bring our high school students back to our campus and truly be a K-12 school as intended. Further delay will cause more financial hardships for the school.

K. Unreserved fund balance as a percent of budget.

Applicant's % of Budget: 12%

Adjustment: -2% (decrease)

Our bond obligation and financial policies require SCA to maintain at least 45 days cash on hand. Within the last year SCA has set aside \$100,000 into a separate account for capital construction. SCA plans to increase the match contribution to \$411,894.00 this cycle. SCA will use monies from the unreserved fund balance to contribute to the match contribution this year, which is a \$146,894 increase from last year.

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

Efforts to work with the Pueblo West Metro District Board began nearly 6 years ago, centered on the purchase of this property. Several joint board meetings were held to facilitate the sale 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 School 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, and Pueblo Latino Commerce, 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, an SCA middle school teacher teaches a college course on our campus. This was the first of many courses we expect to offer over the coming years, and we have an active partner with us in building the vision for the new facility.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

CDE Minimum Match Percentage:





PUEBLO WEST FIRE DEPARTMENT



51 E. Hahns Peak Avenue • PO BOX 7005
Pueblo West, Colorado 81007
Administrative Offices (719) 547-7337

Pueblo West
COLORADO

February 20, 2018

Colorado Department of Education
Capital Construction Board
BEST Grant Application

I am pleased to provide the Capital Construction Board of the Colorado Department of Education this letter of support for a BEST Grant application. Swallows Charter Academy located in Pueblo West, Colorado is seeking a grant in order to build a new middle and high school building located on their current site. This request will allow them to move the current student population from modular classroom buildings into a more permanent structure. As the Pueblo West Fire Chief, I have a strong opinion regarding the safety of our children, teachers and the visitors to these buildings currently being used. Improving the environment in which these students are in, will certainly impact the overall safety for all. Our fire department participates in active intruder drills with our schools and the ability to better secure access is huge for this school. The plan to better control public access, making our children and teachers safer through this grant should be of the utmost importance.

Your contribution of grant funding for this important building project shows your commitment to providing Swallows Charter Academy the best in an educational atmosphere and more importantly to me, the value in having a safe up to date facility for the students and faculty.

Please do not hesitate to contact me should you have any questions. I look forward to hearing of a positive outcome for this grant application request.

Sincerely,

[Handwritten signature of Brian K. Caserta]

Brian K. Caserta
Fire Chief



ADMINISTRATIVE SERVICES CENTER
24951 EAST HIGHWAY 50
PUEBLO, COLORADO 81006
www.district70.org
TELEPHONE (719) 542-0220

C. Edward Smith
Superintendent

February 1, 2018

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 it's 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 21 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,

[Handwritten signature of Mr. Ed Smith]

Mr. Ed Smith
Superintendent



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

16:08

- 2 -

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.

February 16, 2018

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 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

Sincerely,

David J. Lucero
 Bureau Chief

Ian Byrd

Student: Swallows Charter Academy

To whom it may concern, Swallows Charter Academy is applying for the Building Excellent Schools Today (BEST) Grant and is in great need of the funds. The security of the student body as well as the academic integrity of this K-12 institution dictate the necessity for this funding.

I am a Senior in Swallows Charter Academy high school (SCA) and am currently taking part in the Early College program that is offered between SCA and Colorado State University Pueblo. I have attended SCA for the past 4 years of high school, and have seen and been exposed to the challenges and problems the lack of funding presents. Right now, students must walk between the high school, cafeteria, and elementary buildings, exposing themselves to adverse weather and threats to their safety. In this age of tragic school shootings and domestic terrorism, the separation of school buildings on SCA's campus is inherently dangerous and must be corrected. The SCA board intends to remedy this breach of school security by constructing shielded walkways between buildings to protect students inside from Colorado's unpredictable climate and other harm. In addition to this, the SCA board has plans to replace the current high school's modular setup with a two-story building featuring a science lab and updated classrooms with modern technology. This will allow SCA to better fulfill its goal of educating the children of Pueblo county and bring some much-needed updates to SCA's undersized, underdeveloped campus.

The security and educational prowess of SCA is on the line and therefore the BEST Grant would be well placed in the hands of the SCA board. They have given students the opportunity to partake in a K-12 educational experience unlike any other in Pueblo County and I sincerely hope that those that come after me will have the same opportunities as I did in a less cramped, updated environment.

Thank you for the opportunity to speak on behalf of my student body,

Ian Byrd



Pueblo West
C O L O R A D O

January 23, 2018

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 and educational 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 has completed Phase 1 of their master plan process the gymnasium and now is on Phase II to replace their current modulars (16) for the middle and high school. Thirteen of those modulars are for the high school. In these modulars safety concerns are arising with mold and campus security. Swallows Charter Academy is in high demand with the numbers increasing and children on a wait list to get in. 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. Our parks and recreation department is misconstrued in the fact everyone thinks sports are all we offer. 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,

Carol Cosby
Pueblo West Parks and Recreation Director



Swallows Charter Academy K-12

SCA (High School)
101 Civic Center Drive
Pueblo West, CO 81007
719-547-7230

SCA (K-8)
278 S. McCulloch
Pueblo West, CO 81007
719-547-1827

February 1, 2018

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 modulars 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 to accommodate much needed instructional space, updated technology, and ultimately to build a structure which is far more safe and secure. 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. We also must rebuild or replace much of the infrastructure of our school. These are not glamorous needs, but a school cannot function without the basics of water and sewer lines, electricity, and heating.

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



Office of the President

February 27, 2018

RE: Letter of Support for BEST (Building Excellent Schools Today) Grant Proposal

TO WHOM IT MAY CONCERN:

On behalf of Pueblo Community College (PCC), I am pleased to write this letter to express our support for the BEST grant proposal submitted by Swallows Charter Academy Director, Cindy Compton of Pueblo County School District 70. A two-year community college accredited by the Higher Learning Commission (a member of the North Central Association), PCC is a member of the Colorado Community College System, the fastest-growing education system in Colorado. We understand that working together allows for a better use of resources than doing it all alone. PCC's mission is "transform lives, enrich communities, and strengthen the regional economy by empowering individual achievement through a continuum of education."

- PCC has been in partnership with the Swallows Charter Academy K-12 (SCA) since its founding in the fall of 2008. Over this time, the partnership has grown into a collaborative program, which provides an opportunity for high school students to take college courses while completing their high school graduation requirements. SCA and PCC have been innovative in their approach to student success and maintain an open line of communication in the care of student, personal and academic progress.
- SCA seeks to build upon the relationship with PCC by expanding college course offerings at their campus location, credentialing high school faculty to teach college level courses and to help PCC expand capacity in the high demand courses, such as science, to include well-designed classrooms, which meet the needs of both the high school and the college.
- Seeking to broaden opportunities for students in grades 8-10, we jointly collaborate on creating academic programs, which strengthen student readiness for college, in the high school environment with the intent of transitioning students from the high school campus to the college campus.
- Student academic performance has steadily increased each semester. This is due in large part by the commitment that SCA has to students by placing a guidance counselor at the college and requiring students to check in with the counselor. This high touch concept is unique to SCA in the Pueblo area and has helped lead to greater student success.

The proposed program represents a great opportunity for students and PCC is appreciative of the opportunity to collaborate on this exciting project. Looking forward to working with the District and Schools, Pueblo Community College appreciates your consideration of this request.

Sincerely,

Patty Erjavec, PhD
President

Pueblo Campus
900 W. Orman Ave.
Pueblo, CO 81004
719-549-3200

Fremont Campus
51320 W. Hwy. 50
Canon City, CO 81212
719-296-6100

Southwest Campus
33057 Hwy. 160
Manitou, CO 81328
970-564-6200

Visit www.pueblocc.edu



● **Facilities Impacted by this Grant Application** ●

MEEKER RE1 - HS Renovation and Expansion - Meeker HS - 1955

District:	Auditor - Meeker RE-1
School Name:	Meeker HS
Gross Area (SF):	98,764
Number of Buildings:	1
Replacement Value:	\$27,288,354
Condition Budget:	\$15,272,158
Total FCI:	0.56
Adequacy Index:	0.52



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,162,620	\$3,046,149	0.96
Equipment and Furnishings	\$361,364	\$368,468	1.02
Exterior Enclosure	\$5,910,205	\$2,242,834	0.38
Fire Protection	\$4,643	\$773,417	166.57
Furnishings	\$1,109,656	\$1,066,037	0.96
HVAC System	\$4,202,347	\$1,697,846	0.40
Interior Construction and Conveyance	\$3,746,645	\$3,251,839	0.87
Plumbing System	\$1,578,519	\$1,742,688	1.10
Site	\$2,933,156	\$1,822,773	0.62
Structure	\$4,279,200	\$28,651	0.01
Overall - Total	\$27,288,354	\$16,040,702	0.59

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: MEEKER RE1

County: RIO BLANCO

Project Title: HS Renovation and Expansion

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 checked="" type="checkbox"/> School Replacement | <input 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 type="checkbox"/> Addition | <input type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other Renovate 30% of existing school, replace 70% |

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

The Meeker School District is a small rural district in the northwest corner of Colorado. The school district incorporates the majority of the eastern half of Rio Blanco County. As of the 2010 Census, the Town of Meeker maintained a population of 2,475 residents. The School District has 741 PK-12 students as of October 2017. The last six-year student counts by grade level show a constant enrollment around 700 students from 2012 through 2015. The last two years, the enrollment increased to 743 in 2016 and 741 in 2017 which equates to a 6% enrollment increased. Current local economy does not show new activities justifying immediate growth in the county, although this valley offers great potential for growth.

Although the coal, oil, and natural gas industries remain extremely important to the local economy, they have not turned Rio Blanco County into the booming energy hub that many have expected. The agrarian roots of the community are still present and greatly valued with numerous sheep and cattle ranches. The local economy is diversifying with aviation, niche manufacturing, and tourism as recent areas of economic opportunity.

The Meeker School District has sustained a strong academic performance for several years. The school district has earned an accreditation rating of "Accredited with Distinction" by the Colorado Department of Education in 2016 and 2017. Meeker Elementary School and Barone Middle School have earned the Governor's Distinguished Improvement award in 2016 and 2017, respectively, for strong academic growth. These accolades, based primarily on state assessments, have been earned while the district offers expanded and balanced curriculum to the best of its ability. Elementary and middle school students receive instruction in music, technology, physical education, art, and health on a daily basis, in addition to the traditional core instruction of literacy, math, science, and social studies. High school elective offerings include: art, industrial arts, agriculture education, physical education, band, choir, foreign language, family and consumer sciences, public speaking, and creative writing. Basic graduation requirements for all students are offered in literacy, mathematics, science, and social studies, plus multiple concurrent enrollment or Advanced Placement offerings available for students with strong aptitudes in these subject areas.

A variety of extracurricular and co-curricular activities are offered for students. Many of these activities cause the school district, specifically the high school, to act as a hub for the community. The school district maintains a strong Future Farmers of America chapter, Family Community and Career Leaders of America chapter, and a rich tradition in interscholastic athletics. Currently, the school district is exploring the option of expanding STEM offerings. Unfortunately, the physical plant of the high school creates serious obstacles to implementing a complete STEM program.

While the original 1955 building comprises the majority of Meeker High School, some additions and capital projects have been conducted on the building. In 1975, additional classrooms and the industrial arts shop were added. In 1978, a capital construction project was initiated to add an auxiliary gym and cafeteria. Some HVAC/electrical upgrades were made in 2008. Roof repairs have been completed at a variety of points over the life of the building, with the most recent of these repair

BEST FY2018-19 GRANT APPLICATION SUMMARIES

occurring in 2017. Nonetheless, in excess of 85% of the roofing materials are over 10 years old, with some portions likely at least 30 years old. Much of the building is still original 1955 construction.

Deficiencies Associated with this Project:

The 63-year-old facility was added onto in 1975 with classroom additions. Those additions seriously compromised the ability to create an open, collaborative and healthy environment for students and teachers by filling daylight courtyards and blocking out the windows which provided natural ventilation, daylight and views. This facility served generations of students with very few upgrades. Most of the systems have reached the end of their expected life. The 2008 HVAC and electrical renovation was limited to upgrade the equipment failing at the time. The deficiencies are organized into three categories including code violations, safety and security, and unsuitable educational environment.

Under the code violations the most critical are the ADA issues including 1:8 sloped corridors to the three academic wings (33% steeper than the minimum allowed), non ADA entries and toilet rooms, a non-compliant fire alarm system, missing exit lights, toilet fixture count significantly under minimum code requirements, ventilation not meeting codes with poor outside air intake, and insufficient light levels. The air quality is a real concern and was substantiated with CO2 testing in the classrooms. The results varied between 1,000 and 2,000 ppm which is substantially above what is expected in a classroom (350-1,000 ppm). CO2 levels between 1,000 and 2,000 can produce drowsiness, poor concentration and headaches in the population that occupies those spaces.

The safety and security items are even more critical as many of them are inherent to the building configuration on two levels with 18 entries that cannot be corrected with a renovation. The building layout does not allow for any supervision of the students throughout the building. The shops on the lower level are isolated and difficult to supervise. There is no security system with controlled entries and a secured vestibule. Windows are single pane Plexiglas which are poor thermally and a safety hazard as they are falling off at times of high wind. The two gymnasiums are too small with no safety zone; 18" from the side line to the wall or the bleachers is not enough clearance. The electrical wiring is original to the building and is a hazard, especially in the auditorium where it has caused two fires in the past. The site access is very congested with no parent drop off or good separation between pedestrian and vehicular traffic. The site lighting is insufficient.

Based on the review of the AHERA documents, the building was constructed with many asbestos containing materials. The items identified are spread throughout the building including the following: floors are covered with 9x9 asbestos tiles, part of the ceilings are covered with contaminated acoustical spray or hot drywall and joints, soffits are made with Transite panels, and the plaster on the walls above the lockers is hot. If the building is renovated, the first estimate for remediation is in order of \$1.4 million.

The facility came short in supporting the recent generations of students with 63-year-old science labs, inadequate electrical distribution, boilers, ductwork, terminal units, water heaters, hardware, clock/speaker and lighting systems, cast iron plumbing that is likely to fail soon and plumbing issues are a regular problem. Most of the roofing dates from 1980, some areas were replaced in 1995. Roof leaks are a monthly issue which the maintenance/custodial staff has been trained to address but this keeps them away from their daily tasks to keep the facility clean for students and staff.

For decades the district has been spending valuable funds to maintain the systems with band-aid solutions with high maintenance and utility costs. To that can be added the risk of a system failure and the possibility of closing of the school. The pedagogy is significantly limited by the physical environment in Meeker High School due to the difficulty to access technology and the lack of flexible collaborative environments. Access to technology and flexible collaborative environments are needed today and for the next 50 years to truly prepare the students of Meeker to compete with their peers.

Proposed Solution to Address the Deficiencies Stated Above:

The master plan team studied options for renovation and addition. The A-E options were then evaluated based on how each one best corrected the deficiencies identified with the existing facilities, and also how each one responded to the Goals and Vision identified by the Master Plan Advisory Committee/Community. The criteria of evaluation of each option can be summarized as follows:

- Correcting any code violation.
- Addressing student and staff safety & security issues.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

- Providing a suitable educational environment and the ability to focus.
- Creating a flexible and adaptable environment to support the educational program and engage all students today and in the next 50 years.

Option E, a major addition/replacement, was favored and selected by the planning committee/community because it best addressed all of the deficiencies identified with the existing facility and also spoke to the main goals for the district and community. It explores the solution of phasing new construction on the existing site while minimizing students' disruption and reducing the duration of construction. A new two-story academic wing on the south side of the theater allows for new construction while students occupy the building with very little disruption and distraction from the construction activities. The wing is planned to combine and consolidate shops, specials and core academic classrooms on two floors. It integrates the books/library and computers into a large open commons for collaboration with easy supervision. Classrooms can be designed for flexible use with adjacencies to create synergy between programs.

Keeping the existing auditorium and main gymnasium is sensitive to the school legacy and the community's attachment to the two structures that are still in great condition. The new school layout does not require as many fire exit doors. The network of hallways is easy to supervise with a prominent administration suite and a secured sally port entry vestibule on the west facade. The cafeteria is at the front of the school and can be used by students with good supervision at any time of the day for work or social interaction. The athletic functions are consolidated in one easily accessible area with locker rooms and toilet facilities accessible to all and easy to supervise.

The existing theater and the gymnasium remain and can be renovated over the summer. The administration suite located to provide great supervision of a secured entry and wide hallways, is the last construction phase. The total building area including the existing theater and gymnasium is 89,000 GSF which is smaller than the existing 100,000 GSF facility. The phasing of construction has minimal impact on the students and staff during the 14 months of construction. The metal shop and the AG classroom are the only spaces which will need to be relocated.

The new facility will meet all new code requirements for safety and fire as well as the latest energy code requirements. This option provides the district with a high efficiency and high performance facility with the potential to reduce operating costs to 50% of current spending. The physical environment of the school with conditioned outside air and plenty of daylight will be comfortable and energize brain cells for better student/teacher engagement and creativity.

In the Option E layout, adjacencies of spaces are planned to consolidate the public spaces of the school and isolate learning suites for additional security for both students and staff.

The public spaces such as the gymnasiums, locker rooms and auditorium are directly accessible through an open commons serving as both pre-function space and cafeteria. This space is the perfect environment for high school students' social interaction, project development and would entice them to remain at the school during the day rather than go off campus.

From the Planning Committee: "This option sets the District with a new high school facility flexible of use for the next 50 years." The committee requested that expansion be planned for the addition of classrooms in the future.

How Urgent is this Project?

To measure the urgency the district conducted testing of the air in the classrooms. The results are alarming and will need to be addressed within the next year with the replacement of the HVAC system. Carpet is original to 1956 and 1980 and needs to be replaced, but it is adhered to asbestos tile which would need to be abated. Roofing is failing in several areas and is constantly patched, it needs to be replaced within the next 2 years.

The urgency is truly with all of the items listed under "Deficiency". The collective need of all the individual "fixes" creates an overall need with a dollar amount priced by the design team which equal the cost of a new facility while not addressing all of the issues. The first example is the safety and security of the students and staff which can't be addressed with the existing building configuration. The second one is the handicap accessibility needs which need to be addressed to welcome all students in the school.

The school is not a secured environment starting from the main entry and the 17 other entries on two floors. The door hardware does not meet the new State requirements to change all classroom locks with a button to lock from the inside and provide levers. Meeker, as a remote school district, has not been on the State Fire Department's radar but is currently in violation with the latest mandate.

This 63 year old facility has an inherent risk of a system failure and the possibility of closing the school is an enormous lurking financial risk

BEST FY2018-19 GRANT APPLICATION SUMMARIES

It shall be noted that the BEST Assessment report dated August 25 2017 needs corrections of data including the dates of last replacement and the actual condition of some systems. The design team is working with the BEST Assessment team to make these corrections and update the FCI.

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 school district currently employs three individuals responsible for custodial and maintenance work at the high school, with a lead individual responsible for all maintenance and custodial work. This employment structure would continue if the district were awarded a BEST grant. The lead individual reports directly to the high school principal and maintains consistent contact with the superintendent regarding capital renewal needs.

Though no longer required by Colorado statute, the district continues to maintain a Capital Reserve fund. At minimum, the district would commit to ensuring funds exceeding minimums required by the Capital Construction Assistance Board are transferred to this account on an annual basis as a Capital Renewal Reserve. At \$100 per pupil with an approximate FTE of 200 at Meeker High School, this would amount to a minimum of \$20,000 transferred from the district's General Fund to this account on an annual basis.

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:

Meeker High School was constructed as a new facility with construction completed in September of 1955. At the time of construction, it was considered to be an outstanding facility and was a catalyst to consolidate several rural schools in eastern Rio Blanco County.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Like many school facilities in small rural districts, Meeker High School has undergone several renovations and improvements over the course of its 60-plus years of existence. Some renovations and/or additions were initiated in 1975 and 1978. HVAC/electrical system upgrades were completed 2008. Most areas and systems of the building are still original to the original construction. Within the past three years, the stage floor on the auditorium has been replaced, several roofing patches have been installed and the football field and track have been renovated.

The sad story is that the additions built in 1975 did not make the existing school more suitable for students and the educational team. The four-classroom additions infilled the existing courtyards, originally designed to provide daylight and natural ventilation to the classrooms. It created an unhealthy environment eliminating the access to outside air, daylight and views. These classroom infills compromised the original flow of the learning suites making teaching and supervision of students very difficult. The three academic wings were built to step up the hill and follow the existing grades. At the time of construction in 1955, ADA accessibility was not a concern but in its 63 years life this major life safety deficiency was never corrected. The access corridor to each wing slopes at 1:8 instead of the minimum allowed for accessibility of 1:12, 33% steeper than what is allowed.

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

In 2008 the school district used revenues from the successful bond election intended primarily for a new elementary school, but also for mechanical systems upgrades throughout the district, to upgrade HVAC and electrical systems at Meeker High School. Unfortunately, these upgrades are not longer to code and/or are not functioning as intended. Furthermore, they do not address some of the more severe health and safety concerns.

When applicable, the district has leveraged insurance payments to complete capital improvement projects. The district has also been successful in securing grants to upgrade portions of the facility, specifically the football field/track and auditorium. The majority of the funds for the auditorium have been held in reserve as the plan for upgrades was not well developed or

BEST FY2018-19 GRANT APPLICATION SUMMARIES

appropriately prioritized.

The scope of the needs associated with Meeker High School will require a bond campaign, with or without a BEST grant. The school district has investigated a bond campaign for this project without a BEST grant. Because local assessed valuation shows some volatility associated with oil and gas prices, concern exists with whether or not 1 mill will generate the same amount of revenue in future years. The school district also attempted mill override elections in 2013 and 2014 with a portion of the funds to be used for capital needs throughout the school district, including Meeker High School. Both of these elections failed to receive the votes needed to pass.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The school district keeps an ongoing, prioritized list of capital construction needs throughout the school district. Because of the age and condition of Meeker High School, many of the projects on this list are at the high school.

Though no longer required by state statute, the Meeker School District maintains a Capital Reserve Fund to address facility needs. Over the past several years, the school district has liquidated a variety unused properties and has supplemented the Capital Reserve Fund with those revenues. Currently the Capital Reserve Fund has a balance of \$338,000, or approximately \$500 per FTE using an approximate amount of 670 FTE. In addition to the liquidated properties, the district has also transferred \$275,000 from the General Fund to the Capital Reserve Fund, since July 1, 2015. This equates to approximately \$140 per student for the cumulative FTE totals of FY16, FY17, and FY18. These funds were transferred as a result of actual expenses lower than budgeted and revenues higher than budgeted.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Electric costs for Meeker High School were \$27,284.37 in 2015, \$26,348.67 in 2016 and \$20,516.92 in 2017. The school district entered a partnership with White River Electric Association in the summer of 2016 to construct a solar garden on school property. In return for the use of the land, WREA offers solar electricity production credits to the school district that total approximately \$8,000 to \$9,000 per year. The reduction in electric costs for 2016 are reflective of this credit.

Natural Gas costs for Meeker High School were \$16,234.26 in 2015, \$16,935.56 in 2016, and \$15,888.38 in 2017. Water costs from June 2016 to present have totaled \$8,631.50. In the summer of 2016, the football field was reconstructed and the irrigation system was tapped into the city water supply. Of the \$8,631.50 spent in water costs since that time, approximately \$7,200 can be allocated to watering the football field. We only anticipate savings in natural gas and electricity cost with this project.

The design team review the utility costs for all three schools in Meeker. The gas consumption can be summarized as follows:

- High School uses on average 40,700 btu/SF/Year
- Middle School uses on average 18,700 btu/SF/Year
- Elementary School uses on average 24,140 btu/SF/Year

Designing a school facility to meet BEST Construction Standards, either a LEED Gold rating or a CO-CHPS Verified Leader, the design team will design a facility achieving higher energy efficiencies which would be measured in the order of 25/35 KBTU/SF/Year. The District can anticipate cutting operating costs for the high school at least 50%.

Current Grant Request:	\$19,448,042.80	CDE Minimum Match %:	70
Current Applicant Match:	\$31,731,017.20	Actual Match % Provided:	62
Current Project Request:	\$51,179,060.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	2018 Bond Election
Future Grant Requests:	\$0.00	Escalation %:	17

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Total of All Phases:	\$51,179,060.00	Construction Contingency %:	8
Affected Sq Ft:	89,795	Owner Contingency %:	12
Affected Pupils:	202	Historical Register?	No
Cost Per Sq Ft:	\$569.95	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$93.03	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$476.92	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$253,361.68	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	445	If owned by a third party, explanation of ownership:	n/a

Financial Data (School District Applicants)

District FTE Count:	672	Bonded Debt Approved:	\$24,000,000
Assessed Valuation:	\$585,410,040	Year(s) Bond Approved:	08
PPAV:	\$871,795	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$4,421,779	Year(s) Bond Failed:	
Median Household Income:	\$45,250	Outstanding Bonded Debt:	\$17,265,000
Free Reduced Lunch %:	33.7%	Total Bond Capacity:	\$117,082,008
Existing Bond Mill Levy:	3.611	Bond Capacity Remaining:	\$99,817,008
3yr Avg OMFAC/Pupil:	\$1,450.05		

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

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.

Question 2, subsections A-H are related directly to the factors used in calculating the matching percentage. Only respond in detail to the factors which you believe inaccurately or inadequately reflect financial capacity. For those factors which you believe accurately or adequately reflect financial capacity, please leave the response blank or type “Agreed”.

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, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your school district or BOCES.

Meeker High School is in need of millions of dollars of renovation and/or new construction in order to be an adequate educational facility. The current state of the facility is an inhibitor to many conditions required to enhance student learning. The current state of the facility also does not appropriately provide for the health and safety of students. In the absence a successful bond election, this renovation and construction will have to be funded from general fund dollars. To do so, programming for students will be cut and further educational opportunities will be lost as a result of the condition of the current facility.

Energy production in the school district artificially inflates assessed valuation. The AV within the school district is not representative of the economic status of many of the taxpayers in the district. A successful BEST grant, and a reduction in the local contribution to the cost of renovation/construction reduces the cost to these taxpayers. This results in a significant increase in the likelihood of a successful bond election. A successful bond election is the only option to provide educational opportunities currently missing and prevent the requirement of eliminating current educational opportunities in order to address capital needs of the current facility.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

Oil and gas production in the school district creates a disparity between the assessed valuation in the district and the median income. While the district currently has high assessed valuation per pupil, the local taxpayer's ability and willingness to pay is limited. Evidence for this can be found in two failed mill levy override elections within the past five years.

Additionally, volatility exists in any school district with assessed valuation dependent upon oil and gas production. Significant concern exists about the changes in revenue that can be generated in the future from a given mill levy.

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

A. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

Applicant's PPAV: \$871,794.55

Weighted Rank: 3.13% of 5% max

While this number does represent current assessed valuation in the school district, this number is artificially inflated by oil and gas production. The volatility associated with assessed valuation based on oil and gas is concerning for future potential bond payments. As an example of this volatility, the school district's assessed valuation has dropped over 35% in the past five years. When oil and gas prices drop, there will be a disproportionate increase in taxes for the residents of the community.

Furthermore, the relatively small student population artificially inflates the assessed valuation per pupil. The current FTE of the school district is 671 students, making the PPAV very high. Other districts with similar assessed valuation generally have significantly greater numbers of students.

Between 80% and 90% of the school district's assessed valuation is associated with the energy industry. The weighted rank of this factor has been reduced by approximately 35% to reflect the change in AV in the school district, which is primarily due to changes in the energy industry.

B. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

Applicant's Median Household Income: \$45,250

Weighted Rank: 5.73% of 15% max

Agreed, however the disconnect between median household income and assessed valuation per pupil is evident here. The median household income is at approximately the 38th percentile while the PPAV is at the 97th percentile.

C. 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.

Applicant's FRED Percent: 33.7%

Weighted Rank: 15.28% of 20% max

Agreed



D. Bond Election failures and successes in the last 10 years – The more attempts the school district has made, the lower the match.

Applicant's Bond Elections: 1

Adjustment: -1% (-1% per attempt)

The district conducted a successful bond election in 2008. However, we have experienced two failed mill levy override elections. Revenue realized from both of those elections would have been used for capital needs in the school district had they been successful.

E. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

Applicant's Bond Mill Levy: 3.611

Weighted Rank: 13.03% of 20% max

Agreed, though part of the reason the bond mill levy is relatively low is a general resistance to tax increases in the community.

F. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

Applicant's Remaining Bond Capacity: \$99,817,008

Weighted Rank: 10.88% of 20% max

This number is again artificially inflated because assessed valuation is highly dependent on oil and gas. The weighted rank for this factor has been reduced by 35% to reflect the change in AV over the past five years which is primarily associated with changes in the energy industry. Furthermore, bond capacity might be reduced if a greater appetite for tax increases for school construction were present in the district.

G. The school district's unreserved fund balance as it relates to their overall budget.

District's Unreserved General Fund: \$4,421,779

Weighted Rank: 15.06% of 20% max

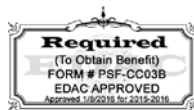
While the fund balance for the district is high, the school district is currently deficit spending in order to maintain educational opportunities for students. The state of the fund balance will allow the district to do so for several years. Utilizing fund balance for capital projects, however, will limit the district's ability to deficit spend and will negatively impact educational opportunities.

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

None

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

The school district has been the beneficiary of approximately \$85,000 for upgrades to the auditorium. A small amount of these funds have been utilized. However, in an effort to efficiently use these funds, the majority of the funds have been kept in reserve until the master plan and BEST grant application have been completed. The school district has been the beneficiaries of over \$800,000 in grants and donations to rebuild the football field and track in the summer of 2016. The Meeker Education Foundation, Rio Blanco County, and a variety of other community partners have been strong supporters of the school. However, donations made by these organizations have generally been targeted at



curriculum, professional development, technology, and transportation needs.

The school district has attempted two mill levy override elections in the past five years. Both of these efforts failed. Had they been successful, a portion of the funds would have been used for capital needs.

Changing the match percentage, per the numbers below, will reduce the school district's costs for this project by approximately \$3,600,000.

4. **Final Calculation:** Based on the above, what is the actual match percentage being requested?

62%

CDE Minimum Match Percentage:

70%





February 20, 2018

Capital Construction Assistance Board:

The ERBM Recreation and Park District is writing this letter in support of the Meeker School District's efforts to secure a BEST grant for major construction and renovation at Meeker High School.

The Meeker School District and ERBM collaborate on a number of activities which provide opportunities for children in Meeker to engage in healthy lifestyles. Our organizations have an extensive Reciprocal Services Agreement in place that allows us to utilize each other's facilities for activities in which our individual organizations do not have adequate facilities. Safety concerns exist with the gymnasiums at Meeker High School. Bleachers and/or walls are too close to the playing area to ensure the safety of children. The southeast corner of the auxiliary gym at Meeker High School is noticeably settling and could potentially become unusable. New facilities would ensure the continuation of the facilities sharing between our organizations that provide many wonderful opportunities for the children in our community.

The ERBM Board of Directors support this BEST Grant application and look forward to working with the Meeker School District as they plan for this critical facility improvement project.

Sincerely,

Sean J. Von Raump

Sean VonRaenn
Executive Director

ERBM Recreation and Park District

ERBM RECREATION & PARK DISTRICT
101 Ute Road | Meeker, CO 81641
Ph: 970-878-3403
www.ERBMrec.com



Sheriff Anthony Mazzola
anthony.mazzola@rbc.us

Undersheriff Brice Glasscock
brice.glasscock@rbc.us

February 20, 2018

Capital Construction Assistance Board:

The Rio Blanco County Sheriff's Office is writing this letter in support of the Meeker School District's efforts to secure a BEST grant for major construction and renovation at Meeker High School.

Meeker High School is not a secure building. Multiple entrances exist that allow for access to the building by unauthorized individuals. Though the school district prioritizes safety of students, the physical layout of the building creates insurmountable challenges around limiting access. Furthermore, the layout of the building creates significant barriers to securing the facility should an event occur which requires response from law enforcement. There are several areas in the building that are difficult, of not impossible, to efficiently and effectively secure in an emergency.

Because the school was built in 1955, many of these concerns were not considered with the original construction. Any major renovation or new construction similar to that which is outlined in the school district's BEST grant application would ensure implementation of today's construction standards which hold student safety as a top priority.

Sincerely,

Anthony Mazzola

Anthony Mazzola
Sheriff
Rio Blanco County

Meeker Office:
355 4th Street
P.O. Box 1460

Meeker, Colorado 81641
970.878.9620
Fax: 970.878.3127

Rangely Office:
209 East Main Street

Rangely, Colorado 81648
970.878.9625

RIO BLANCO FIRE PROTECTION DISTRICT



MEEKER FIRE & RESCUE

236 7th Street, Post Office Box 737
Meeker, CO 81641
(970) 878-3443



February 20, 2018

Capital Construction Assistance Board:

Meeker Fire and Rescue is writing this letter in support of the Meeker School District's efforts to secure a BEST grant for major construction and renovation at Meeker High School.

Meeker High School currently operates a fire alarm system that is past its useful life. Requirements for new fire alarm systems are present as they have been determined as useful components for any fire alarm system to ensure quick detection and evacuation in the event of a fire. These components are missing and Meeker High School and are vital to provide a safe learning environment. Furthermore, Meeker High School contains no fire suppression systems. In the event a fire was to occur in the building, significant damage may occur prior to the arrival of firefighters.

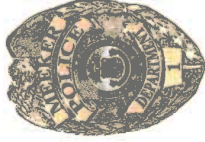
Because the school was built in 1955, many of these concerns were not considered with the original construction, nor was the ability to construct the building in a manner to allow for adaptation to new codes. Any major renovation or new construction similar to that which is outlined in the school district's BEST grant application would ensure implementation of today's construction standards which hold student safety as a top priority.

Sincerely,

Terry Skidmore
Chief/EMS Director
Meeker Fire and Rescue

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OFFICE OF
PHILIP STUBBLEFIELD
CHIEF OF POLICE



MEEKER POLICE DEPARTMENT
345 MARKET STREET
MEEKER COLORADO 81641
970.878.5555

February 20, 2018

Capital Construction Assistance Board:

The Meeker Police Department is writing this letter in support of the Meeker School District's efforts to secure a BEST grant for major construction and renovation at Meeker High School.

Meeker High School is not a secure building. Multiple entrances exist that allow for access to the building by unauthorized individuals. Though the school district prioritizes safety of students, the physical layout of the building creates insurmountable challenges around limiting access. Furthermore, the layout of the building creates significant barriers to securing the facility should an event occur which requires response from law enforcement. There are several areas in the building that are difficult, if not impossible, to efficiently and effectively secure in an emergency.

Because the school was built in 1955, many of these concerns were not considered with the original construction. Any major renovation or new construction similar to that which is outlined in the school district's BEST grant application would ensure implementation of today's construction standards which hold student safety as a top priority.

Sincerely,

Phil Stubblefield
Chief of Police
Meeker Police Department



February 22, 2018

Division of Public School Capital Construction Assistance
Attn: Capital Construction Assistance Board
1580 Logan Street, Suite 310
Denver, CO 80203

Re: Meeker School District

To Whom It May Concern:

Please accept this letter on behalf of White River Electric Association, Inc. ("WREA"), and in support of the Meeker School District's effort to secure a BEST grant for a major construction and renovation project at the Meeker High School.

As a rural electric cooperative, WREA strives to provide safe, reliable and affordable electric service to its members, including the Meeker High School. Due to its size and usage patterns, Meeker High School consumes consistently large amounts of electricity. Over the years, we have worked to find ways for the school to be more efficient in its energy consumption. Unfortunately, due to the age and condition of the building, there are no practical options available to increase efficiencies and reduce electric costs. With that, WREA supports the District's effort to acquire grants in support of the proposed construction and renovation project at the high school.

WREA appreciates its strong working relationship with the Meeker School District. The District is governed by an engaged School Board and administered by a skilled Superintendent. Our community is also very proud of its dedicated and professional teaching staff. WREA and the District most recently worked together to coordinate resources for Meeker's first solar garden. The WREA Solar Garden leases land from the District in exchange for production credits from one-half of its solar panels. The WREA Solar Garden sits adjacent to the High School and provides enhanced learning opportunities for the students. Annually, WREA puts on electric safety demonstrations that engage kids from kindergarten all the way through high school. We are also pleased with WREA's *Story Behind the Switch* program which is presented in several classrooms. The *Story Behind the Switch* engages the kids in hands on learning as well as provides information on electric efficiencies and renewable energy.

Thank you in advance for your consideration of the District's application. Please do not hesitate to contact us for additional information.

Sincerely,

Alan J. Michalewicz

Alan J. Michalewicz
General Manager / CEO

● **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:	\$15,851,162
Total FCI:	0.73
Adequacy Index:	0.32



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,501,938	\$3,861,265	1.10
Equipment and Furnishings	\$277,047	\$233,374	0.84
Exterior Enclosure	\$3,000,513	\$1,425,463	0.48
Fire Protection	\$487,547	\$786,434	1.61
Furnishings	\$558,452	\$698,065	1.25
HVAC System	\$3,981,535	\$2,990,942	0.75
Interior Construction and Conveyance	\$3,631,852	\$3,134,783	0.86
Plumbing System	\$1,411,203	\$1,199,820	0.85
Site	\$1,855,309	\$1,792,261	0.97
Structure	\$3,084,535	\$92,765	0.03
Overall - Total	\$21,789,932	\$16,215,172	0.74

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:	\$6,468,248
Total FCI:	0.70
Adequacy Index:	0.18



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,422,165	\$1,719,200	1.21
Equipment and Furnishings	\$68,078	\$85,097	1.25
Exterior Enclosure	\$1,192,862	\$626,379	0.53
Fire Protection	\$11,505	\$363,437	31.59
HVAC System	\$1,865,325	\$1,572,195	0.84
Interior Construction and Conveyance	\$1,669,084	\$999,977	0.60
Plumbing System	\$397,749	\$328,643	0.83
Site	\$1,480,945	\$1,134,886	0.77
Structure	\$1,125,458	\$0	0.00
Overall - Total	\$9,233,170	\$6,829,814	0.74

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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? Yes

If Yes, please explain why: Not enough funds, Hayden was first back-up.

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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input checked="" type="checkbox"/> Other Renovation and Addition |

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

Hayden School District RE-1 in western Routt County contains all active school facilities in the community of Hayden. 12 school districts representing 24 schools served the families of western Routt County until 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 is primarily of Anglo and Hispanic descent. Historically, the local economy has revolved around farming, ranching, and coal mining. Primary employers within the Hayden community include the Hayden Station Power Plant, Hayden School District, Wagner Equipment and Precision Excavating, the resort based industries of Steamboat Springs, Twenty Mile Mine and Craig Station. 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 thoroughfare.

Hayden's secondary schools have maintained their prominence on Hwy 40 since 1921, undergoing several additions and renovations. As of January 2018 the District serves 449 students in preschool through 12th grade. For the past three years Hayden has experienced consistent population growth and school enrollment to its present level.

Hayden school system has an "Accredited" rating and is striving for 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 (Hwy 40) and Hayden Valley Elementary School is located a half mile away on Breeze Basin Blvd. New capital construction occurred in 2007 to build the Babson-Carpenter Career Vocational Center, built as an addition to the existing bus garage, and contains vocational programs of auto body, auto mechanics, construction, and welding. This is 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 and amended in February 2018. The facilities have been well maintained, yet there are numerous deficiencies and non-compliant aspects per current building and energy codes, CDE's guidelines, and the needs of 21st century learning to develop essential skills. 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. This hard-working community understands 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. Our town is strengthened by every student who graduates ready to live a successful life. We are committed to ensure that we have employees, neighbors, and leaders who are ready to guide us into the future. Voters showed their support for our school district by approving the school bond in the recent election.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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, 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 essential learning opportunities.

Hayden Valley Elementary requires numerous upgrades to comply with CDE guidelines for safety and security, to meet code requirements for indoor air quality for the health of the occupants, and technological infrastructure enhancements to ensure essential learning and teaching capabilities.

Hayden Middle/High School with an overall FCI of 87 (excluding Babson Carpenter Center) 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 2017 CDE assessment and site facility assessments (performed by the design team in 2016) 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 in circulation zones including parking areas and over main entry/exit 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.

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8. Multiple deficiencies exist in the electrical system. The electrical services/distribution is beyond its expected life cycle, the 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 is not functional due to the limited electrical capacity and food has to be transported from the elementary school site.
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 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.

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.

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

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- 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.
 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 side 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.

Proposed Solution to Address the Deficiencies Stated Above:

SOLUTIONS:

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 high 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. The site will be improved throughout to accommodate a PK-12 campus under one roof. Although the Hayden Valley Elementary School building has a relatively high FCI of .66, the shell of the building is sound and right sized. To correct the noted deficiencies, the elementary school will be renovated to replace the aging plumbing, mechanical and electrical systems. A fire suppression system will be installed, and classrooms will be reconfigured and provided with enhanced noise control. Many

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common area functions will be shared with the secondary school providing increased utilization. Despite the deficiencies, renovation will save approximately \$2,000,000 over building new.

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 student winter season needs for recreational space and community; consolidated administrative and support services eliminating excess square footage; the addition of a central commons hub with flexible spaces for learning and shared use; 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 consolidated campus solution and described it 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. Requirements for special and severe needs students will be addressed. At a later phase, the existing MS/HS site could potentially 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. The design will incorporate a layered approach to security including creating multiple zones within the school that can be secured in the event of an active shooter/intruder. Safe zones will be created within each of these areas. These secured zones will also allow for more effective and secure community use. The site's perimeter will have passive and active boundary definition and landscaping will incorporate principles of crime prevention through environmental design. There will be visual/passive oversight of the main entry and drop off areas from the administrative offices. Additional entry control will include: a secured vestibule; bullet resistant glazing at strategic areas; an entry and visitor management screening system (like Raptor) will be provided with video control at the main entry, and will include an integrated video management system with Hayden's first responder alert notification system. Cameras will be distributed throughout the building's interior and exterior. Video monitors will be provided within the centralized administration area and in the facility managers office to increase the ability of designated staff to monitor the camera footage. Exterior door sensors will be installed to determine when a door is left ajar. Classrooms and other key student and staff areas will be equipped with interior locking hardware.
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.

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- 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.
- 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 a gymnasium (auxiliary gym, auditorium function and music/band) will be constructed at the elementary site and will address the deficiencies currently impacting the educational facility.

How Urgent is this Project?

URGENCY:

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 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

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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 an essential skills 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.

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 has new administration that has established policy and an approved budgeting process that requires 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). This process established each department to create a 3-5 year replacement plan for all capital needs as we can no longer defer maintenance. This budgeting process will allow us to stay aligned to replacement needs and allow us to build reserves for emergencies that may arise unexpectedly.

The Hayden School District will increase the allocation to the Capital Projects Fund from \$350 per student to approximately \$820 per student to increase the fund balance to \$360,000. These funds will be used to maintain capital construction improvements upon the 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 generally described as follows:

The 1st parcel of property is approximately 10 acres and is located along state Highway 40 in the community of Hayden, CO, and contains the following:

___ Hayden Middle School (built in 1947): this facility has served the community as an elementary school, a middle school, and as the district's administration office. In 2008 the northwest portion of the roofing system collapsed under snow loads and required immediate repairs. Significant subsoil movements occurred and a mudjack procedure was required to stabilize the affected area. The gymnasium was determined to be a health and safety hazard, and was subsequently condemned and removed in 2011.

___ Hayden High School (built in 1972): Subsequent additions were built in 1976 and a second addition in 1984. Support areas on site include a football field and a non-regulation / unsanctioned track.

___ The Babson-Carpenter Career Vocational Center (built in 2007, an addition to the existing bus barn): 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 the crowded site.

The 2nd parcel of property is approximately 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, the property contains

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two little league baseball fields, an open playground and undeveloped open space.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

During the past 3 years the District has spent \$40,000 - \$60,000 on capital improvements outside of the general maintenance fund. Since 2012 capital improvements have been addressed including the following examples:

2012 – Roofing of Gym, Hayden High School.

2012 – playground equipment replaced at ES and preschool.

2013 – Repaired / remodeled Sped. Classroom and building envelope in Hayden Middle School to repair damage caused by an intoxicated driver who lost control of his vehicle on Hwy. 40 and crashed through the exterior wall.

2013 – Elementary shed roof replaced, bus barn office painted, cameras installed throughout District.

2013-2014 – tractor with mower and snow blower purchased, facility maintenance; replaced motor and compressor on freezer.

2015 & 2016 – Asphalt replacement and sealing in 2015 & 2016 at the Hayden Valley Elementary & Hayden High School.

2015 & 2016 – Replaced hallway flooring in the MS and HS.

2015 & 2016 – MS and HS hallways painted

2016-2017 – 2 buses purchased

2017 – Babson Carpenter flooring and painting in hallway

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

The current and past superintendents have 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. Interagency discussions in Hayden are on-going and include the 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. Routt County was awarded a grant in 2007 and started the project but was never brought to fruition which has left our students walking along the highway or down side streets to get to the school without sidewalks or safe crossings. HSD is working with the Town of Hayden for a new Safe Routes to School grant submission due November of 2018. DOLA contributes to our career and technical center and we are continuing discussions with them for additional funding opportunities.

Over the last 25 years, Hayden has received over a dozen grants in support of their magnet Vo-tech program. The vast majority of the existing Vo-tech equipment, which will be re-used in the new facility, has been funded through grants. No additional equipment is required as a part of this project. In 2018, the Daniels Fund awarded the Hayden Vo-tech program a grant for \$50,000 to offer welding certification to students in three neighboring school districts. In 2016-2017, a \$14,000 grant was received from Craig-Scheckman Foundation to bus students from surrounding districts to the Hayden welding program. In 2014 a DOLA grant was received to expand the welding program. Other recent grants supporting the Vo-tech program have been received from El Pomar and Shell Oil. The District is committed to this program and the communities it serves and plan to continue seeking funding sources to provide this essential skills development program.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

The Hayden School District has annually budgeted about \$350.00 per student to maintain or replace antiquated systems which allocated to \$140,000. This budget was developed to cover the most egregious of the identified maintenance needs. The budget did 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 in order to focus on the academics of the students.

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Going forward, the new administration has updated policy that has been approved by the School Board that will allocate \$360,000 annually to the Capital Projects Fund.

This project will provide HSD with much needed budget relief and remove the current drain on resources directly impacted by our struggle to maintain antiquated systems.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Average Annual Costs and Targeted Reductions:

Electricity: \$72,500.00 (targeting a 16% reduction)

Natural Gas: \$33,500.00 (targeting a 10% reduction)

Water / Sewage: \$20,300.00 (targeting a 30% reduction for domestic and sanitary)

With the consolidated site solution, we anticipate some additional reductions in fees associated with trash/recycle collection (currently 26,400.00 annually) and snow removal from paved areas (currently \$33,900.00 annually). Occasionally additional snow removal services are required to remove snow from the existing roof at the MS/HS site but with the proposed solution that issue goes away.

The Internet Lease Payment is set at \$60,000 for 2 more years (2018-19 and 2019-20) which is the end of that payment and is not ongoing. We anticipate much change related to telecommunications (\$16,000.00 annual average).

Current Grant Request:	\$38,879,497.00	CDE Minimum Match %:	54
Current Applicant Match:	\$22,296,400.00	Actual Match % Provided:	36.4463801813973
Current Project Request:	\$61,175,897.00	Is a Waiver Letter Required?	Yes
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	2017 Bond
Future Grant Requests:	\$0.00	Escalation %:	4.8
Total of All Phases:	\$61,175,897.00	Construction Contingency %:	5
Affected Sq Ft:	136,962	Owner Contingency %:	5
Affected Pupils:	443	Historical Register?	No
Cost Per Sq Ft:	\$446.66	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$59.75	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$386.91	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$138,094.58	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	309	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	392	Bonded Debt Approved:	\$22,296,000
Assessed Valuation:	\$114,902,130	Year(s) Bond Approved:	17
PPAV:	\$293,492	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$232,552	Year(s) Bond Failed:	
Median Household Income:	\$55,043	Outstanding Bonded Debt:	\$0

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Free Reduced Lunch %:	38.2%	Total Bond Capacity:	\$22,980,426
Existing Bond Mill Levy:	0	Bond Capacity Remaining:	\$22,980,426
3yr Avg OMFAC/Pupil:	\$1,754.28		



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

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.

Question 2, subsections A-H are related directly to the factors used in calculating the matching percentage. Only respond in detail to the factors which you believe inaccurately or inadequately reflect financial capacity. For those factors which you believe accurately or adequately reflect financial capacity, please leave the response blank or type “Agreed”.

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, or why the cost of complying with the matching contribution would significantly limit educational opportunities within your school district or BOCES.

The Hayden School District is requesting a reduction in our matching contribution. 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. We were successful in November, 2017 in passing a bond in the amount of \$22,296,400 which was our District limit on bond indebtedness. This project is contingent on us being awarded the BEST grant. Because of the change in our assessed valuation, our limit on bond indebtedness is now \$22,980,426. We are asking for a waiver of \$684,026 which is the difference.

2. Please describe any extenuating circumstances which should be considered in determining the appropriateness of a waiver or reduction in the matching contribution.

Through the process of creating a BEST master plan, we looked at all possibilities of creating a safe, secure and healthy school for our students. We received an estimate of the cost of remodeling our current facilities. This estimate was

over our maximum bonding capacity. When we thought about going to the voters for a bond and asking for money to renovate and remodel, we decided that it was just putting a band aide on the problem. We 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.

**The following are factors used in calculating the applicant's matching percentage. Only respond to the factors which you feel inaccurately or inadequately reflect financial capacity. Please provide as much supporting detail as possible.*

A. Per Pupil Assessed Valuation relative to the statewide average – The higher the Per Pupil Assessed Value the higher the match.

Applicant's PPAV: \$293,492.03

Weighted Rank:3.60 % of 5% max

Our data results are a high figure due to the assessed valuation being applied to a limited number of students.

B. The district's median household income relative to the statewide average – The higher the median household income, the higher the match.

Applicant's Median Household Income: \$55,043.00

Weighted Rank:9.35 % of 15% max

Compared to the rest of the country, Hayden's (zip 81639) cost of living is 12.00% Higher than the U.S. average.

C. 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.

Applicant's FRED Percent: 38.2%

Weighted Rank:13.82% of 20% max

Agreed

D. Bond Election failures and successes in the last 10 years – The more attempts the school district has made, the lower the match.

Applicant's Bond Elections: 1

Adjustment: -1% (-1% per attempt)

We have only had one attempt at a bond election in the past ten years. In November, 2017 we were successful in passing a bond. The bond is contingent upon being awarded the BEST grant.

E. Bond mill levy relative to the statewide average – The higher the bond mill levy, the lower the match.

Applicant's Bond Mill Levy: 0.00

Weighted Rank:15.17 % of 20% max

Agreed

F. The school district's current available bond capacity remaining. - The higher the bond capacity, the higher the match.

Applicant's Remaining Bond Capacity: \$ 22,980,426

Weighted Rank: 11.91% of 20% max

Our successful bond election was for the maximum bonding capacity in 2017 which leaves an additional



\$684.026 short from the current 2018 Assessed Value 20% maximum.

G. The school district's unreserved fund balance as it relates to their overall budget.

District's Unreserved General Fund: \$232,552

Weighted Rank: 1.01% of 20% max

Agreed

H. Other unusual financial burdens not reflected in the match calculation (ie. underfunded mandates, unexpected expenses, self-funded programs).

N/A

3. What efforts have been 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? Please include all efforts, even those which may have been unsuccessful.

The District is coordinating with the Town government in an effort to waive applicable Town Fees for construction. The District is working 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. Interagency discussions in Hayden are on-going and include the 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. Routt County was awarded a grant in 2007 and started the project but was never brought to fruition which has left our students walking along the highway or down side streets to get to the school without sidewalks or safe crossings. HSD is working with the Town of Hayden for a new Safe Routes to School grant submission due November of 2018. DOLA contributes to our career and technical center and we are continuing discussions with them for additional funding opportunities. We will also continue looking for DOLA funding opportunities for equipment and commons areas including the athletic fields, a resource to the community.

4. Final Calculation: Based on the above, what is the actual match percentage being requested?

36.4%

CDE Minimum Match Percentage:

37.56%





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)	54% <u>\$33,034,984</u>
B. District limit on bonded indebtedness as calculated in section 22-42-104 C.R.S. (FY2017/18AV x 20%):	<u>\$22,980,426</u>
C. New proposed bonded indebtedness if the grant is awarded:	<u>\$22,296,400</u>
D. Current outstanding bonded indebtedness:	\$ <u>-0-</u>
E. Total bonded indebtedness if grant is awarded with a successful 2018 election (Line C+D):	<u>\$22,296,400</u>

School District: Hayden School District Re-1
Project: Hayden School District Re-1
Date: 02-20-2018

Signed by Superintendent: *Christy L. Sinner*
Printed Name: Christy Sinner *Christy L. Sinner*

Signed by School Board Officer: *Brian F. Hoza*
Printed Name: Brian F. Hoza *BRIAN F. HOZA*

Title: School Board President



Hayden Police Department

"Professionalism. Accountability. Respect."



Christy Sinner, Superintendent
Hayden School District RE1
495 West Jefferson Ave
Hayden, Colorado 81639

January 19, 2018

Dear Superintendent Sinner,

Thank you for continuing to reach out to both the Town of Hayden and the Hayden Police Department in reference to this very important project. As we all agree, this proposal and the potential benefits can provide many improvements on the current location and improve the safety, security and learning environment of our children.

From the perspective of the Hayden Police Department there are indeed many advantages and disadvantages of relocating the secondary school campus. It is always the mission of Public Safety to ensure the protection and safety of our children. This consideration is always paramount and outweighs, in my mind, all other considerations. The immediate and overwhelming problem I have observed with the current facilities is that given its age and condition many of the most basic safety and precautionary measures and features are absent or not workable. What we currently have is a patchwork system that were put into place after the current facilities were designed, built, and had several decades of service. The Hayden School District has done an admirable job of trying maximize these measures, however the current facility is woefully inadequate. The world has changed and the expectations of providing safety and security to our children have had to change in the wake of events throughout Colorado, the Nation and the world.

The immediate advantages that I see to relocating the secondary campus to the elementary site along Breeze Basin Rd are:

- A facility with safety and security built in as part of the structure, infrastructure and design.
- This offers the ability to provide a cohesive 'Layered' protection and safety features that could potentially deter, avert or at the very least minimize harmful

Gregory Tuliszewski, Chief of Police
249 Hawthorne Street, Post Office Box 190, Hayden, Colorado 81639-0190
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activities while students are at school. This layered protection is necessary in our view to minimize or avert the potential for the follow possible scenarios which seem to occur all too often in our schools these days:

- Active shooter scenario – as we sadly have learned through Columbine High School, Platte Valley High School and Arapahoe High School active shooters seem to want to target our schools. Layered security provides a means to prevent or minimize access to these types of predators, or at the very least minimize their penetration into the school.
- Dangerous persons – these could be threats from outside the school that with a new facility would prevent random actors from accessing our children
- Disturbances involving parents, custody disputes and other situations that have the potential to escalate into violence
- These are just a few of the scenarios that have occurred and are likely to occur in which our current facility would be a hindrance and will more than likely result in increased injuries instead of minimizing them. This list is by no means all inclusive, but rather examples of situations that we have dealt with locally or have seen and experienced regionally.
- In addition to the increase and efficiency in security, a new campus on Breeze Basin, will have the benefit of removing our school and students from the current location on Hwy 40, the major east/west thorough fair, to a more secondary location.
 - The Hayden High school is situated badly on Hwy 40 and has resulted, in the recent years, in several vehicles leaving the highway and coming to rest on school grounds. This has occurred where the highway curves. These vehicles have either crashing into the school or onto the school property. To date there have been no student injuries but that has been strictly luck that activities were not occurring within the school or in the path of the accidents at the times they occurred.
 - The Hayden Middle and High school were located on the current site prior to Highway 40 being constructed.
- Ingress and egress from the current facility is a mix match of access points and is difficult to maneuver and a challenge for our younger drivers, school buses and other legitimate visitors of the school facility.
- The relocation of the secondary school would correct this and prevent accidents in addition to improving parking facilities.
- The relocation would also place the school in a more ‘town center’ position. A large majority of our students live to the south of the elementary school and this would centralize their travel, especially those that travel to school via the Safe School Routes.

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- This would also provide and put the secondary students in close proximity to Dry Creek Park which can be used as a fair-weather evacuation point and school activities location.
- As part of the relocation, the new location offers a reduced risk of pedestrian accident from students crossing a two lane, highly utilized state highway. Currently many of our students are forced to cross this busy highway in order to access the school or surrounding facilities. Locating the secondary school at the Breeze Basin location provides slower streets, clearly marked and outlined cross walks (not present on the state highway) and traffic controlled slower roadways.
- Out of sight /out of mind – My reference to this is that our current High School is located on the main highway through town and therefore can invite random people trying to access or enter the school for directions, restrooms or other harmless or not so harmless activities. If the secondary school is not located on the main highway this is minimized.
- The internal design and set up of the current school building makes it a nightmare to engage, plan or execute any emergency response, evacuation, fire mitigation, shelter in place, lock-out or lock down plans as a result of the building's design. The current layout is difficult to ensure orderly, control evacuations. This also hinders student and staff accountability if necessary due to unforeseen events. The new designs and proposed facilities will assist greatly from a fire and law enforcement perspective in this respect.
- All students located in one central campus and facilities – multiple use of gyms, libraries, class rooms etc. one location for parents to respond to and be united with their children.
- Promotes district wide school support for activities. Younger / elementary classes learn school spirit and dedication from older students. Things that instill both pride in school and pride in community have a positive benefit for the community and for law enforcement. Children that have positive school spirit and positive school dedication attributes instilled and reinforced tend to have less negative police contacts later in life. Joint school facilities can promote this civic pride with the right guidance and a combined facility helps to promote this.
- One central location for school resource officers to focus their efforts and time on. A joint campus also provides Law Enforcement officers a central venue to teach, learn, interact and work with kids from K-12 and help these students as they progress through the various grade levels.
- Better facilities and isolation abilities for afterschool functions and events – the designs reviewed and discussed will allow for limited access for gyms, ballfields and such facilities without public access to more critical parts of the campus whether school is in or out of session

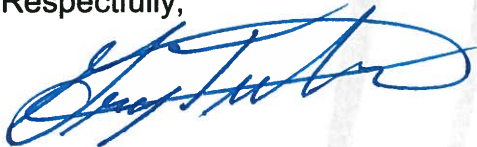
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- Street design – the relocating of the Hayden Middle / High school to the new location would require the current street design at Breeze Basin to be redone and designed to accommodate increase traffic, buses and pass through traffic flow etc. This would have an overall positive benefit to the Town as a whole through safer and current traffic flow planning and properly constructed streets and intersections.

While the emphasis of this letter is toward the Public Safety side, it is also my firm belief that there are many other benefits both from an educational point of view as well as a social one in combining campuses.

Please feel free to contact me for any clarification or further information

Respectfully,



Greg Tuliszewski
Chief of Police
Town of Hayden

Gregory Tuliszewski, Chief of Police
249 Hawthorne Street, Post Office Box 190, Hayden, Colorado 81639-0190
Phone: (970)276-2535 Fax: (970)276-9175

● **Facilities Impacted by this Grant Application** ●

SOUTH ROUTH RE 3 - HS South Roof Replacement - Soroco High School - 1948

District:	Auditor - South Routh RE-3
School Name:	Soroco HS/MS
Gross Area (SF):	96,031
Number of Buildings:	3
Replacement Value:	\$27,063,226
Condition Budget:	\$13,740,987
Total FCI:	0.51
Adequacy Index:	0.11



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$4,011,244	\$4,005,069	1.00
Equipment and Furnishings	\$186,202	\$159,910	0.86
Exterior Enclosure	\$4,086,821	\$1,385,022	0.34
Fire Protection	\$426,517	\$967,055	2.27
Furnishings	\$981,327	\$404,337	0.41
HVAC System	\$3,543,560	\$1,821,359	0.51
Interior Construction and Conveyance	\$5,991,530	\$2,645,102	0.44
No System Group	\$29,315	\$0	0.00
Plumbing System	\$1,440,542	\$1,157,376	0.80
Site	\$2,434,549	\$1,481,240	0.61
Structure	\$3,931,620	\$150,727	0.04
Overall - Total	\$27,063,226	\$14,177,197	0.52

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: SOUTH ROUTT RE 3

County: ROUTT

Project Title: HS South 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 checked="" type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

South Routt School District, located in the southern portion of Routt County, includes two small incorporated communities along with vast expanses of rural ranching land. The elementary school is located in the Town of Yampa (about 400 residents) and Town of Oak Creek (about 900 residents) is home to Soroco Middle School and High School. The school district encompasses 584 square miles of land with a total population of about 3,160 residents within the school district boundaries. South Routt's economy has strong ties to agriculture; however, many residents must travel to Steamboat Springs for employment. U.S. Census Bureau 2013 data identifies 18.4% of families with school aged children in South Routt School District are living in poverty according to Federal guidelines, which is higher than the statewide percentage of 15.7%. The Free and Reduced Lunch rate for the school district as a whole is 47%, which means that almost half of our students qualify for financial assistance due to low income status.

South Routt School District has one elementary school (located in Yampa), one middle school, and one high school. The high school and middle school are located on the same campus in Oak Creek along with the district office. There are a total of 327 kindergarten through 12th grade students enrolled in South Routt School District. Students are provided a comprehensive education including core content along with special education, English Language Learner, and Gifted and Talented programming. At the elementary level, additional classes are provided to all students including physical education, art, and music. At the secondary level, students have many elective opportunities including a growing career and technical education program, which incorporates agricultural education and woodworking. The school district has a comprehensive school counseling program in place, which is supported by the Colorado Department of Education (CDE) School Counselor Corps Grant and School Health Professional Grant.

The school district has an "Accredited" status with Academic Growth as measured through standardized assessments "Meets" CDE indicators. Postsecondary & Workforce Readiness has "Meets" CDE measures. However, Academic Achievement is "Approaching" CDE's indicators.

The focus of this BEST grant proposal is Soroco High School. This building is used primarily by the 98 high school students, but the 87 middle school students also access the building. It is also used for numerous community events, such as 4-H exhibitions, concerts, and community meetings. The Soroco High School includes a wing of academic classrooms, a woodshop, commons area, and two gyms. The newer gym was an addition to the building along with the commons area.

Deficiencies Associated with this Project:

The Roofing membrane protecting Soroco High School is 45Mil JP Stevens TPO and Hypalon. The 1948 building section has 4 roofing systems and 1982 addition has 2 roofing systems. Installed in 2002 and 2003. Both with typical dramatic failures associated to the products formulation. The membranes are mechanically attached and have developed tears at the heat welded seams while field sheets have advanced loss of scrim with the degeneration appearing as flaking exposing reinforcing fibers. Repairs utilized a non-standard application with multiple layers of elastomeric coatings, all in worsening condition.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Continued and extensive leaks are primarily absorbed by the systems insulation trapped and traveling between multiple roofing systems creating excessive live-loads and potential for catastrophic failure. Previous re-roofing projects did not correct drainage issues or address insulation deficiency addressed further in. Massive amounts of ponded water were allowed to be stored on the roof. Structural roofing planes have severely inadequate counter sloping crickets and roof drain placement. Some areas missing roof drains and overflow protection completely. Membrane failure in areas of ponded water is vast. Test cuts reveled mold between roofing systems and moister damage to the wood decking. Leak repair response is convoluted by multiple roofing systems with numerous repairs, one on top of another to no avail, leaks continue. Roofing warranties have expired.

A review of building documents and conditions was performed including onsite verification of the existing roofing thermal envelop. Plan-sets viewed indicated R-30 attic insulation where R-49 is required, verified. Roofing system test cuts revile R-6.07 or nearly R-13 below current thermal requirements.

Roof drain leaders and connection viewed were in good condition. 3 areas of drainage have no overflow protection and 3 roof drains require repositioning for proper drainage.

Proposed Solution to Address the Deficiencies Stated Above:

No reclaimable or salvageable materials were viewed in test cuts. Repair benefit ratio is less than zero/zero to the existing troublesome membrane that has outlived any dependable life. The multiple roofing systems must be removed exposing decking required by code. The potential for damaged decking not suitable for the new roofing system is high and will be replaced during the roofing event by a cost per square foot price developed on contractors bid foam. Roof drains will be added including overflow protection in areas currently unprotected. Half inch per foot sloped sump panels will be installed at each new roof drain increasing drainage, adding counter sloping crickets between drain bowls directing moister to roof drains and off the roof. Adding code required roof top insulation meeting 2015 IECC thermal requirements will reduce flashing heights below minimum on some roof top equipment. Each will be raised during the roofing event. High density FR rated polyisocyanurate cover board will be fully adhered on top of mechanically attached insulation. Oak Creek Colorado is on the line between climate zone 6 and 7. High mountain regions are more successful with darker membranes that increase snow melt. When the moisture goes away, so do problems. A 90 mil thick black EPDM will be installed on top of the new insulation package. Wind rated edge metal and walk pad to and around HVAC units will increase the longevity of the new roofing system. Tree's that encroach and overhang the building will be removed for added protection to the drainage system. The new roofing system will be designed for a warranty period of 30 years.

How Urgent is this Project?

An evolving door of leadership and School Districts technological fast track over the last decade finds building records in one light, dust-mite filled dungeons, searching for as-built drawing and or project records. Superintendent for Soroco in 2016/2017 and maintenance team when question about standing water on the High School viewed by satellite said there had been minimal problems or leaks. New Superintendent and maintenance team in 2017/2018 reflect current roofing conditions similar to a colander. Warranties nearing expiration, now expired offered no help with leaks haunting the team. Layer upon layer of roof coating previously installed are now found on the ground blown off the roof. Inspection process found the same troublesome membrane replaced on Soroco Middle in 2017 on the High School with identical formulation failures/leaks. The entire High School is in need of new roofing, an unexpected dilemma for the new Superintendent and major problem given the current finical situation of South Routt RE-3. The District was not prepared for the \$1,450,000.00 construction budget estimate. Efforts to reduce the scope of work, detailing the most troublesome areas, dividing roofing events into 3 sectional areas spread over the next 2-3 years is the only option with many road blocks given the current condition of existing leaking roofing system. Repair dollars will be wasted chasing ghost leaks. The District simply cannot afford even sectional area replacement without securing funding. Thermal scans and test cuts of the sectional areas plotted for replacement in 2018 reveal nearly 30% of the existing system is saturated with moisture. Setting the stage for catastrophic failure. If BEST funding are not secured the District will have to seek funding from private lenders.

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?

With continued pressures of reduced funding from the State, budgeting for capital outlay has been difficult. It is the direction of the board to save as much as feasible each year to build a fund for repairs and maintenance.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

In the prior fiscal year (16-17) the districtwide contribution to the capital account was \$140,000, which is \$1,996.29 per FTE. However, in the current year, the district was able to allocate \$303,000 to the capitalize reserve account.

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; • 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

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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 product and in-service training.

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 site was constructed new in 1948. No original records could be located that document condition over the years by the current staff of the school. Few original records remain or were found.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

There have been two additions to the 1948 building. In 1982 an 11,980 square foot addition was added surrounding the original school. In 2002 a 13,770 square foot addition was added to the east of the 1982 addition with various interior renovations transpiring all undocumented at this time.

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

None at this time.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

With continued pressures of reduced funding from the State, budgeting for capital outlay has been difficult. It is the direction of the board to save as much as feasible each year to build a fund for repairs and maintenance.

In the prior fiscal year (16-17) the districtwide contribution to the capital account was \$140,000, which is \$1,996.29 per FTE. However, in the current year, the district was able to allocate \$303,000 to the capitalize reserve account.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

2016-17 FTE was 70.13

Current Grant Request:	\$378,289.98	CDE Minimum Match %:	39
Current Applicant Match:	\$241,857.52	Actual Match % Provided:	39
Current Project Request:	\$620,147.50	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	Capital Reserve Fund
Future Grant Requests:	\$0.00	Escalation %:	10
Total of All Phases:	\$620,147.50	Construction Contingency %:	0
Affected Sq Ft:	20,500	Owner Contingency %:	0
Affected Pupils:	98	Historical Register?	No
Cost Per Sq Ft:	\$30.25	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$1.79	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$28.47	Is a Master Plan Complete?	No
Cost Per Pupil:	\$6,328.04	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	684	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

BEST FY2018-19 GRANT APPLICATION SUMMARIES

District FTE Count:	314	Bonded Debt Approved:	
Assessed Valuation:	\$85,841,620	Year(s) Bond Approved:	
PPAV:	\$272,946	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$2,538	Year(s) Bond Failed:	
Median Household Income:	\$54,464	Outstanding Bonded Debt:	\$4,200,000
Free Reduced Lunch %:	47.4%	Total Bond Capacity:	\$17,168,324
Existing Bond Mill Levy:	8.757	Bond Capacity Remaining:	\$12,968,324
3yr Avg OMFAC/Pupil:	\$1,894.00		

● **Facilities Impacted by this Grant Application** ●

STEAMBOAT SPRINGS RE-2 - ES, MS, HS Roofing Replacement - Strawberry Park Elementary - 1981

District:	Auditor - Steamboat Springs RE-2
School Name:	Strawberry Park ES
Gross Area (SF):	68,862
Number of Buildings:	1
Replacement Value:	\$16,228,085
Condition Budget:	\$7,004,032
Total FCI:	0.43
Adequacy Index:	0.16



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,657,120	\$2,426,038	0.91
Equipment and Furnishings	\$386,249	\$25,604	0.07
Exterior Enclosure	\$2,236,146	\$52,425	0.02
Fire Protection	\$10,741	\$352,338	32.80
HVAC System	\$3,514,334	\$1,681,018	0.48
Interior Construction and Conveyance	\$3,045,444	\$1,596,769	0.52
Plumbing System	\$871,791	\$522,127	0.60
Site	\$1,297,465	\$688,332	0.53
Structure	\$2,208,795	\$0	0.00
Overall - Total	\$16,228,085	\$7,344,651	0.45

STEAMBOAT SPRINGS RE-2 - ES, MS, HS Roofing Replacement - Steamboat Springs Middle School - 1981

District:	Auditor - Steamboat Springs RE-2
School Name:	Steamboat MS
Gross Area (SF):	100,608
Number of Buildings:	1
Replacement Value:	\$25,656,831
Condition Budget:	\$12,113,470
Total FCI:	0.47
Adequacy Index:	0.20



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$4,522,281	\$3,748,203	0.83
Equipment and Furnishings	\$321,141	\$257,416	0.80
Exterior Enclosure	\$3,009,354	\$337,197	0.11
Fire Protection	\$61,953	\$546,496	8.82
Furnishings	\$655,196	\$55,124	0.08
HVAC System	\$4,320,302	\$1,478,801	0.34
Interior Construction and Conveyance	\$5,478,968	\$3,150,091	0.57
No System Group	\$31,461	\$0	0.00
Plumbing System	\$1,377,834	\$923,201	0.67
Site	\$2,715,297	\$2,087,785	0.77
Structure	\$3,163,044	\$0	0.00
Overall - Total	\$25,656,831	\$12,584,314	0.49

● **Facilities Impacted by this Grant Application** ●

STEAMBOAT SPRINGS RE-2 - ES, MS, HS Roofing Replacement - Steamboat Springs High School - 1965

District:	Auditor - Steamboat Springs RE-2
School Name:	Steamboat HS
Gross Area (SF):	192,480
Number of Buildings:	1
Replacement Value:	\$57,312,857
Condition Budget:	\$16,691,606
Total FCI:	0.29
Adequacy Index:	0.11



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$7,014,479	\$5,843,000	0.83
Equipment and Furnishings	\$822,674	\$120,676	0.15
Exterior Enclosure	\$3,340,823	\$318,378	0.10
Fire Protection	\$1,682,939	\$12,157	0.01
Furnishings	\$992,353	\$0	0.00
HVAC System	\$10,506,947	\$434,134	0.04
Interior Construction and Conveyance	\$10,734,806	\$5,981,968	0.56
Plumbing System	\$2,651,477	\$1,049,352	0.40
Site	\$4,993,172	\$3,404,712	0.68
Structure	\$14,573,186	\$0	0.00
Overall - Total	\$57,312,857	\$17,164,377	0.30

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: STEAMBOAT SPRINGS RE-2

County: ROUTT

Project Title: ES, MS, HS Roofing 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"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Steamboat Springs School District (SSSD) is located in Routt County and includes the community of Steamboat Springs along with the surrounding rural area. The District encompasses approximately 972 square miles in the County. The District includes the communities of Steamboat Springs and Clark, as well as certain unincorporated areas within the County. The total population within district boundaries is 15,700 and 29% of households have children. The school district includes 2,659 preschool through 12th grade students, which is an increase from 2,320 students in 2012-2013. In addition to the two elementary, middle, and high schools, the school district operates a small alternative high school, preschool, and K-8 charter school located 20 miles outside of Steamboat Springs in Clark, CO. Steamboat Springs' economy is driven by tourism and related industries. There is a growing location neutral workforce. The community has strong ties to Routt County agricultural heritage and economy. The high cost of living in Steamboat Springs leads to economic challenges for some of the workforce.

The school district successfully passed a November 2017 bond for four roof replacements, sports field improvements, and a new HVAC system in the middle school. A Mill Levy was also passed, which will provide an ongoing source of funds for capital improvements and maintenance. In addition to the three roof replacements as part of this BEST scope of work, the district's central office building roof will also be replaced; this building is also home to the preschool, alternative high school, NW BOCES offices, and Boys and Girls Club. All of the district buildings are maintained by five full time maintenance staff and a Director.

SSSD has been Accredited with Distinction since 2010 for performance in academic achievement, academic growth, and post-secondary and workforce readiness. The district also earned the English Language Proficiency Act Excellence Award in 2014-2015 and in 2016-2017 due to English language and academic growth among English learner students. The district has comprehensive programs for English Language Learner, Gifted and Talented, and special education programs. Enrichment opportunities include robotics, science olympiad, theater, speech/debate, many other clubs, and an athletic program with 30 sports offerings.

SPE has 510 kindergarten through 5th grade students. The school has earned the John Irwin Award for exceptional academic achievement over time in 2013, 2014, 2016, and 2017 and The CO Governor's Distinguished Improvement Award for exceptional student growth in 2014, 2016, and 2017. The school has a growing population of low-income students with 25% qualifying for free or reduced lunch for the 2017-2018 school year compared to 20% five years ago. In addition to core content area instruction, SPE incorporates physical education, art, Spanish, media, and music classes.

SSMS has 606 students in 6th-8th grade, which is over 100 student increase from five years ago. SSMS was given the John Irwin Award for exceptional academic achievement in 2010-2014, 2016, and 2017. The school also earned The CO Governor's Distinguished Improvement Award in 2011-2013, and 2014. SSMS provides differentiated learning in core content areas along with a broad range of enrichment classes such as STEM, health, industrial arts, world languages, art, and drama.

SSHS has 827 9th-12th grade students compared to 642 five years ago. That is an increase of 185 students over five years.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

SSHS earned the John Irwin Award in 2010, 2011, 2013, and 2014. The U.S. News and World Report identified SSHS in the Top 30 in CO in 2012, 2013, and 2015. The school was acknowledged as College Board AP District Honor Roll in 2014, 2015, and 2017. SSHS provides students with options for Advanced Placement courses, concurrent enrollment, and many elective options. There are 30 co-curricular/academic opportunities in addition to credit earning courses through SSHS.

Deficiencies Associated with this Project:

The three schools included in this roofing replacement BEST grant application have roofs that are at or beyond their useful lives. Over the years, these roofs have had multiple leaks and associated repairs. The district's maintenance staff has worked diligently to maintain, prevent water infiltration events and address any problems; however, they are now in need of replacement so the water infiltration events do not continue to cause disruption and distractions within the learning environments.

Through both the CDE facility condition assessments and the 2015 Master Plan, the roofs at these three schools were identified for replacement. In the summer of 2017, the district asked their owner's representative to competitively procure a roofing consultant. The selected roofing consultant, WJE's expert opinion agreed with previous assessments: these three roofs were at the end of their life cycle and need replacement. WJE moved forward with designing biddable construction documents and the district competitively bid the roofing replacements in the fall of 2017.

Strawberry Park Elementary School and Steamboat Springs Middle School share a campus and were built at the same time. They have a similar building footprint, building materials and systems because they were both designed and constructed by the same architect and general contractor.

Strawberry Park Elementary School:

The roof on Strawberry Park is divided into 10 low-slope roof sections and one steep-slope section. The low-slope roofing assembly consists of 60 mil EPDM membrane adhered to a wood fiber covered over 1-1/2 inch polyisocyanurate insulation system over metal deck. Fourteen inches of fiberglass batt insulation exists below the roof deck. The roof membrane and insulation above the roof deck was installed around 1999.

The steep-slope roof is covered with fiberglass reinforced asphalt shingles over plywood sheathing. The plywood was attached to vertical 2x wood furring attached to an existing metal roof system. Insulation for this roof area is below the existing metal roofing.

The existing EPDM roofing is nearly 20 years old and is near the end of its useful service life. Service life is defined from when the roofing system is installed to when the roofing system is no longer economically feasible to maintain. On-site evaluations by the district's roofing consultant identifies that the membrane is exhibiting carbon black oxidation and the membrane is starting to become stiff and non-pliable therefore it now tears and punctures more easily. There are early signs of loss of adhesion at the field seams. The existing polyisocyanurate appears to be in reasonably good condition where test cuts were performed.

The asphalt shingles on the steep-slope roofs exhibit crazing in the granulated surface exposing the underlying asphalt layer. There are isolated areas of wind damage or where wind damage had been repaired. Often this is due to improper nailing or the sealing strip between the shingles is failing making the shingles more susceptible to wind damage. Damaged shingles exist along the eave edges due to ice dams.

Steamboat Springs Middle School:

The roof considered for replacement on the Steamboat Middle School consists of ten low-slope roof sections and two steep-slope sections. The low-slope roofing assembly consists of 60 mil EPDM membrane adhered to a wood fiber covered over 1-1/2 inch polyisocyanurate insulation system over metal deck. Fourteen inches of fiberglass batt insulation existing below the roof deck. The roof membrane and insulation above the roof deck was installed in 1999.

The steep-slope roof is covered with fiberglass reinforced asphalt shingles over plywood sheathing. The plywood was attached to vertical 2x wood furring attached to an existing metal roof system. Insulation for this roof areas is below the existing metal roofing.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

The existing EPDM roofing is nearly 20 years old and is near the end of its useful service life. On-site evaluations by the district's roofing consultant found that the membrane is exhibiting carbon black oxidation and the membrane is starting to become stiff and non-pliable therefore it now tears and punctures more easily. Early signs of loss of adhesion at the field seams is present. There are several holes in the membrane near one of the rooftop units.

Failing sealant is apparent at the receiver of the counter flashing at the walls and at some of the vertical control joints in the brick masonry. These conditions can allow water into the building. The existing polyisocyanurate appears to be in reasonably good condition where test cuts were performed.

The asphalt shingles on the steep-slope roofs exhibit crazing in the granulated surface exposing the underlying asphalt layer. There are isolated areas of wind damage or where wind damage had been repaired. Often this is due to improper nailing or the sealing strip between the shingles is failing making the shingles more susceptible to wind damage. Damaged shingles are present along the eave edges due to ice dams.

Steamboat Springs High School:

The roofing on the Steamboat Springs High School consists of 60 mil EPDM membrane adhered to an insulation system attached to the existing structure. The current roofing was installed in 1999 during an extensive remodeling/expansion project. The roof is divided into 19 separate sections. At most of the roof sections, the roofing assembly includes 4-1/2 inches of polyisocyanurate at 14 areas and existing insulation varies at the remaining sections.

The existing roofing is 20 years old and is near the end of its useful service life. The membrane exhibits carbon black oxidation and the membrane is starting to become stiff and non-pliable therefore it now tears and punctures more easily. The existing polyisocyanurate at 14 roof areas appears to be in reasonably good condition where test cuts were performed.

Snow melts more rapidly on the roof area over the library. No insulation is found above the roof deck. Batt insulation had been installed below and reportedly was falling down and therefore not providing thermal value.

At the roof area over the auditorium, the existing insulation was placed below the existing wood deck. Several holes exist in the membrane, mostly at the roof area where the roof is accessed. This area of the roof leaks from time to time with growing intensity. It was difficult to navigate from one roof level to another due to missing or inadequate ladder excess.

At the back of building, an expansion occurs in the wall above a lower roof. The existing sealant joint has failed leaving an open gap for water infiltration.

Currently when snow is melting off of the roof surfaces at the high school, leaks in various areas force the maintenance staff to bring out buckets to catch the water so surfaces are not damaged. This active leak scenario can be several days or weeks until the maintenance staff can identify and repair water infiltration. This is disruptive to instructional areas for students and staff. The programs most affected by this distraction are music, performing arts, and physical education.

Because the EPDM membrane at SSSHS is near the end of its service life, the integrity of membrane will diminish rapidly and have a higher risk of failure possibly resulting in catastrophic damage ranging from deck and structural damage and interior damage that could result in microbiological growth (mold) or injury. Any of these could disrupt the learning environment and would be costly to the school district.

Steamboat Springs can have very harsh winter seasons where the roof membrane can be covered for several weeks. When leaks occur during the winter, the task is difficult to remove snow in order to identify the source and make necessary repairs. In addition, given that current membrane is 20 years which is typical service life expectancy of 60 mil EPDM membrane, it is necessary to replace the existing roof membrane.

Proposed Solution to Address the Deficiencies Stated Above:

WJE's observation of the roof conditions matched the need for roof replacements as identified in the school district's master plan and CDE assessments. Therefore, WJE proceeded to develop design documents with solutions presented as follows.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Strawberry Park Elementary School & Steamboat Springs Middle School:

Based on the age and condition of the existing EPDM roof membranes at these two schools, it is recommended by the district's roofing consultant to be replaced with a new EPDM assembly. The scope at the low-slope roof areas will include the removal of the existing roof membrane and wood fiber cover board down to the existing polyisocyanurate insulation which would remain. Any wet or deteriorated insulation would be replaced followed by the installation of new layer of 1-inch insulation for the assembly to meet code requirements and gypsum based cover board that would be mechanically attached to the existing metal deck. Since the metal decks at these roof area are structurally sloped, installation of tapered insulation except at one location where ponding water occurs.

Once the new insulation and cover board are installed, new 60 mil EPDM would be adhered to the cover board. The scope will include new sheet metal overflow scuppers, parapet caps, two-piece counter flashings and pipe stands. In addition, any abandoned equipment will be removed from these roofs.

At the steep-slope roof, the existing asphalt shingles will be removed down to the existing underlayment. Since the underlayment is Ice and Water Shield, which is adhered to the existing plywood sheathing, it would not be removed. A new layer of Ice and Water Shield will be installed followed by new fiberglass reinforced asphalt shingles. The installation will include new prefinished metal edge flashings to match the existing. New concrete pavers will be installed on the low-slope roofs below the eaves of the steep-slope roofs to protect the new EPDM roof membrane.

Steamboat Springs High School:

Based on the age and condition of the existing EPDM roof membrane at SSSHS, the district's roofing consultant recommends replacement. The scope at fourteen of the roof areas will include the removal of the existing roof membrane and wood fiber cover board down to the existing polyisocyanurate insulation, which will remain. Any wet or deteriorated insulation will be removed followed by the installation of new layer of 1-3/4 inch insulation for the assembly to meet code requirements and gypsum based cover board that would be mechanically attached to the existing metal deck. Because the metal decks at these roof area are structurally sloped, installation of tapered insulation is not needed. Once the new insulation and cover board are installed, a new 60 mil EPDM would be adhered to the cover board. The scope will include new sheet metal scuppers, parapet caps, and two-piece counter flashings.

At the SSSHS library roof, the existing roofing system will be removed down to the metal deck followed by the installation of six inches (two layers of three inch) polyisocyanurate insulation including tapered insulation crickets between the drains followed with a gypsum based cover board all mechanically attached to the metal deck. New 60 mil thick EPDM will then be adhered to the cover board. The scope will include new sheet metal counter flashing and parapet caps.

At the Auditorium roof, the existing roofing will be removed down to the existing wood. Since the existing insulation is below the deck, no additional insulation would be added at this area. New gypsum cover board will be installed over the existing wood deck followed by the installation of adhered 60 mil EPDM. The gypsum cover board enhances the external fire resistance of the roof assembly.

At the roof area over offices, the existing roofing will be removed down to the existing wood deck. New insulation and tapered insulation would be installed to meet the insulation requirements and provide slope to the existing roof drains. The insulation will be covered by a gypsum based cover board mechanically attached to the wood deck. New EPDM will be adhered to the cover board.

The scope will include new ladders between significant elevation changes between roof areas to provide safe access to these areas.

How Urgent is this Project?

As outlined above in the deficiency section, these roofs are at the end of their useful lives and on a short timeframe for needed replacement. The district maintenance staff has put forth great efforts to contain and address water infiltration events, but if these roofs were to fail, given the climate of Steamboat Springs, it would cause major disruption to school district operations and obligations. These three schools hold over 73% of the entire district's student population. Ensuring

BEST FY2018-19 GRANT APPLICATION SUMMARIES

the roofs on these schools protect the valuable asset these buildings provide to the students is of utmost priority for the district. If there were a roof failure, the district would not have the space to relocate students and staff to an alternate location.

A successful bond campaign in November 2017 is providing matching funds for this BEST request. It is urgent to leverage these matching funds at this time. These roof replacement projects are scheduled to be completed during the summer of 2018. With rising construction escalation costs on the Western Slope being higher than anticipated and due to Steamboat Springs' remote location, pricing for bond projects are coming in higher than expected.

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 new roof installations will carry a 2-year warranty from the roofing contractor and a 20-year full roofing system guarantee by the roofing material manufacturer. The district commits to follow all contractor and manufacturer recommended maintenance to ensure the warranties stay intact throughout the course of the warranty period.

The three roof replacements useful life will be maximized through a maintenance plan. District maintenance staff will inspect roofs after every winter to determine if winter weather conditions caused damage. This includes peeling back the EPDM rubber layer of the roof to inspect for leaks. Additional roof inspections will also occur if there is indication of roof damage throughout the year. If damage is suspected or identified, the district maintenance staff will troubleshoot the concern and a roofing specialist will be contracted to resolve the damage as determined to be necessary. The local roof contractor will implement annual and ongoing maintenance repairs and proactive strategies to reduce the likelihood of damage.

A capital renewal budget will be used for maintenance expenses and for eventual roof replacement. In November 2017, the district passed a capital projects mill levy that is expected to generate a million dollars per year. A fixed mill was passed, so as Net Assessed Value grows so will the dollar amount. Conversely if Net Assessed Value declines the dollar amount will decline. This unique source of revenue will enable the district to complete projects on its current deferred maintenance plan and save up for projects in 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:

Strawberry Park Elementary (SPE) was originally built in 1981 by SSSD for the purpose of an elementary school.

Steamboat Springs Middle School (SSMS) was originally built in 1981 by SSSD for the purpose of a middle school.

Steamboat Springs High School (SSHS) was originally built in 1965 by SSSD for the purpose of a 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. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Strawberry Park Elementary: An addition to the original building was constructed in 2008 to provide a additional instructional space due to increasing enrollment. The addition includes 11 classrooms, which are used for kindergarten through 2nd grade. A secure building entrance was also constructed in 2008. Door hardware was replaced in 2017 for new code compliance.

Steamboat Springs Middle School: Modularity was added for classroom space in 2002 and they were permanently attached to the building in 2008 with a small hallway addition. In 2008, a secure building entrance was constructed along with an addition at the front of the building for administrative space. This addition allowed for increased school counseling department space in place of the former administrative offices in the center of the building. Storefront windows were installed to replace patio doors in classrooms following an energy performance contract. Roof top units were installed above the computer lab and library area to improve air quality and cooling. Door hardware was replaced in 2017 for new code compliance.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Steamboat Springs High School: A major renovation occurred in 1999 as part of a successful bond measure. Every classroom in the building was renovated and a major addition more than doubled the size of the building. The only space not impacted by this renovation is the original gymnasium. A second gymnasium was constructed as part of the addition. Door hardware was replaced in 2017 for new code compliance.

Successful bonds provided funds toward several projects in 2008 and 1999 as described above.

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

SSSD has secured bond funds from a 2017 ballot initiative to leverage our ability to meet the BEST grant match requirements for three roof replacements. The voters approved this bond measure with ballot language identifying that bond funds could be used to provide matching funds for any grant awarded by the state under the Building Excellent Schools Grant Program. In addition, a 2017 Mill Levy was passed by voters for an ongoing source of funding for maintenance and capital renewal projects. Bond funds will contribute toward 3 maintenance projects to be completed in the Summer 2018. In addition to the three roof replacements addressed in this BEST grant scope of work, two other non-student facilities roofs will be replaced, our middle school's HVAC system will also be replaced, our high school's stadium complex will have a turf and track replacement, along with a major overall of the stadium area to improve safety and accessibility. The Mill Levy funds will be used to ensure that the new roofs will be well maintained to maximize their useful life and replacement in the future. Given pricing is coming in higher than expected, it is unlikely there will be any extra proceeds. However, it is important to note, the Board of Education plans to use any excess funds after the aforementioned projects are completed to reduce the local taxpayers' bond redemption payments in the following fiscal year.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

For FY2017, the district transferred \$500,000 from the General Fund to the Capital Reserve Fund. FY2017 SSSD had 2,526 membership on 10/1/16, so \$197.94 per student. Annually what is spent with the \$500,000 varies. In FY2017, \$325,000 was spent on vehicles to shore up our fleet. (However, in FY2018, the district spend \$200,000 on new door hardware to meet compliance and improve our building's security.) In FY2017, an additional \$63K was spent on district wide capital outlay. Also, the district spent \$117K on building specific maintenance and repairs on a wide range of projects. As stated earlier, the District successfully passed an ongoing mill levy in November 2017, that is expected to generate roughly \$1,000,0000 annually to address capital construction, technology and deferred maintenance projects. This new source of revenue will enable the District to fund larger projects, while also saving money to fund future out-of-life cycle projects.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

NA

Current Grant Request:	\$537,491.34	CDE Minimum Match %:	79
Current Applicant Match:	\$2,448,571.66	Actual Match % Provided:	82
Current Project Request:	\$2,986,063.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	2017 Bond
Future Grant Requests:	\$0.00	Escalation %:	0
Total of All Phases:	\$2,986,063.00	Construction Contingency %:	10
Affected Sq Ft:	238,857	Owner Contingency %:	10
Affected Pupils:	1,943	Historical Register?	No
Cost Per Sq Ft:	\$12.50	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$0.97	Does this Qualify for HPCP?	No

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Hard Costs Per Sq Ft:	\$11.53	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$1,536.83	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	123	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	2,540	Bonded Debt Approved:	\$12,900,000
Assessed Valuation:	\$828,945,046	Year(s) Bond Approved:	17
PPAV:	\$326,421	Bonded Debt Failed:	\$92,000,000
Unreserved Gen Fund 16-17:	\$6,883,450	Year(s) Bond Failed:	15
Median Household Income:	\$68,157	Outstanding Bonded Debt:	\$29,605,000
Free Reduced Lunch %:	16.3%	Total Bond Capacity:	\$165,789,009
Existing Bond Mill Levy:	3.996	Bond Capacity Remaining:	\$136,184,009
3yr Avg OMFAC/Pupil:	\$1,077.30		

● **Facilities Impacted by this Grant Application** ●

SUMMIT RE-1 - ES, MS, HS Roofing and HVAC Repairs - Breckenridge ES - 1972

District:	Auditor - Summit RE-1
School Name:	Breckenridge ES
Gross Area (SF):	35,467
Number of Buildings:	1
Replacement Value:	\$9,073,942
Condition Budget:	\$5,525,264
Total FCI:	0.61
Adequacy Index:	0.22



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,132,090	\$789,278	0.70
Equipment and Furnishings	\$244,245	\$57,753	0.24
Exterior Enclosure	\$910,817	\$706,551	0.78
Fire Protection	\$50,275	\$279,919	5.57
HVAC System	\$2,109,323	\$1,178,371	0.56
Interior Construction and Conveyance	\$1,733,216	\$1,372,131	0.79
Plumbing System	\$447,226	\$363,745	0.81
Site	\$1,362,512	\$1,045,284	0.77
Structure	\$1,084,237	\$0	0.00
Overall - Total	\$9,073,942	\$5,793,032	0.64

● **Facilities Impacted by this Grant Application** ●

SUMMIT RE-1 - ES, MS, HS Roofing and HVAC Repairs - Dillon Valley ES - 1979

District:	Auditor - Summit RE-1
School Name:	Dillon Valley ES
Gross Area (SF):	49,630
Number of Buildings:	1
Replacement Value:	\$11,503,025
Condition Budget:	\$4,309,648
Total FCI:	0.37
Adequacy Index:	0.18



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,396,156	\$953,412	0.68
Equipment and Furnishings	\$288,678	\$236,574	0.82
Exterior Enclosure	\$1,145,792	\$467,289	0.41
Fire Protection	\$29,762	\$425,504	14.30
HVAC System	\$2,646,137	\$886,431	0.33
Interior Construction and Conveyance	\$2,481,516	\$1,037,406	0.42
Plumbing System	\$633,951	\$413,573	0.65
Site	\$1,444,709	\$314,964	0.22
Structure	\$1,436,325	\$0	0.00
Overall - Total	\$11,503,025	\$4,735,153	0.41

● **Facilities Impacted by this Grant Application ●**

SUMMIT RE-1 - ES, MS, HS Roofing and HVAC Repairs - Frisco ES - 1978

District:	Auditor - Summit RE-1
School Name:	Frisco ES
Gross Area (SF):	40,177
Number of Buildings:	1
Replacement Value:	\$10,521,706
Condition Budget:	\$2,305,970
Total FCI:	0.22
Adequacy Index:	0.11



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,317,056	\$561,143	0.43
Equipment and Furnishings	\$296,735	\$149,045	0.50
Exterior Enclosure	\$1,111,713	\$277,570	0.25
Fire Protection	\$358,981	\$0	0.00
HVAC System	\$2,069,900	\$126,471	0.06
Interior Construction and Conveyance	\$2,187,899	\$415,717	0.19
Plumbing System	\$532,216	\$158,595	0.30
Site	\$1,301,567	\$617,428	0.47
Structure	\$1,345,640	\$0	0.00
Overall - Total	\$10,521,706	\$2,305,969	0.22

SUMMIT RE-1 - ES, MS, HS Roofing and HVAC Repairs - Silverthorne ES - 2004

District:	Auditor - Summit RE-1
School Name:	Silverthorne ES
Gross Area (SF):	62,500
Number of Buildings:	1
Replacement Value:	\$17,880,171
Condition Budget:	\$1,292,220
Total FCI:	0.07
Adequacy Index:	0.09



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,285,051	\$768,493	0.34
Equipment and Furnishings	\$367,988	\$0	0.00
Exterior Enclosure	\$2,201,247	\$802	0.00
Fire Protection	\$561,373	\$0	0.00
HVAC System	\$3,838,603	\$34,788	0.01
Interior Construction and Conveyance	\$2,987,393	\$464,168	0.16
Plumbing System	\$795,275	\$9,015	0.01
Site	\$1,709,939	\$14,954	0.01
Structure	\$3,133,301	\$0	0.00
Overall - Total	\$17,880,171	\$1,292,220	0.07

● **Facilities Impacted by this Grant Application** ●

SUMMIT RE-1 - ES, MS, HS Roofing and HVAC Repairs - Summit Cove ES - 1996

District:	Auditor - Summit RE-1
School Name:	Summit Cove ES
Gross Area (SF):	52,000
Number of Buildings:	1
Replacement Value:	\$13,912,485
Condition Budget:	\$4,934,991
Total FCI:	0.35
Adequacy Index:	0.11



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,148,996	\$1,123,062	0.52
Equipment and Furnishings	\$366,811	\$458,513	1.25
Exterior Enclosure	\$1,276,145	\$0	0.00
Fire Protection	\$461,757	\$12,157	0.03
HVAC System	\$2,409,335	\$1,260,081	0.52
Interior Construction and Conveyance	\$2,565,662	\$1,387,590	0.54
Plumbing System	\$596,314	\$18,154	0.03
Site	\$1,334,983	\$675,436	0.51
Structure	\$2,752,481	\$0	0.00
Overall - Total	\$13,912,485	\$4,934,993	0.35

SUMMIT RE-1 - ES, MS, HS Roofing and HVAC Repairs - Summit HS - 1997

District:	Auditor - Summit RE-1
School Name:	Summit HS
Gross Area (SF):	213,000
Number of Buildings:	1
Replacement Value:	\$53,873,368
Condition Budget:	\$16,907,045
Total FCI:	0.31
Adequacy Index:	0.12



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$8,040,354	\$3,131,759	0.39
Equipment and Furnishings	\$967,437	\$453,096	0.47
Exterior Enclosure	\$5,823,546	\$1,546,825	0.27
Fire Protection	\$1,926,086	\$0	0.00
Furnishings	\$1,462,607	\$0	0.00
HVAC System	\$9,902,091	\$5,196,836	0.52
Interior Construction and Conveyance	\$10,372,537	\$4,585,418	0.44
Plumbing System	\$2,798,514	\$187,696	0.07
Site	\$3,677,712	\$655,997	0.18
Special Construction	\$919,537	\$1,149,421	1.25
Structure	\$7,982,947	\$0	0.00
Overall - Total	\$53,873,368	\$16,907,048	0.31

● **Facilities Impacted by this Grant Application** ●

SUMMIT RE-1 - ES, MS, HS Roofing and HVAC Repairs - Summit MS - 1960

District:	Auditor - Summit RE-1
School Name:	Summit MS
Gross Area (SF):	174,000
Number of Buildings:	1
Replacement Value:	\$48,860,988
Condition Budget:	\$6,296,742
Total FCI:	0.13
Adequacy Index:	0.10



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$6,692,892	\$2,577,508	0.39
Equipment and Furnishings	\$952,638	\$0	0.00
Exterior Enclosure	\$8,040,729	\$143,088	0.02
Fire Protection	\$1,522,294	\$3,925	0.00
Furnishings	\$814,325	\$0	0.00
HVAC System	\$8,342,695	\$20,770	0.00
Interior Construction and Conveyance	\$8,887,040	\$2,850,288	0.32
Plumbing System	\$2,446,944	\$599,675	0.25
Site	\$4,852,007	\$101,488	0.02
Structure	\$6,309,424	\$0	0.00
Overall - Total	\$48,860,988	\$6,296,742	0.13

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: SUMMIT RE-1

County: SUMMIT

Project Title: ES, MS, HS Roofing and HVAC Repairs

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 checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Summit School District, nestled in the heart of the beautiful Colorado Rocky Mountains, provides excellence in public education to families in the diverse resort communities of Breckenridge, Dillon, Frisco and Silverthorne. Serving more than 3,500 students at nine schools, diversity in the student body is growing. Roughly, 25% of the students identify as English Learners, 40% Minority and 33% qualify for Free/Reduced Lunch.

It is our vision for Summit School District students, staff and community members to work together in an atmosphere of care and respect to offer each student an array of educational programs designed to foster his/her unique academic, vocational, and personal strengths. Our aim is to develop internationally minded people who help to create a better world. We believe in open communication with our stakeholders and appreciate community input. The District is building instructional programs to teach children the 21st century skills they need to be successful in the workforce. VISION2020 is a detailed strategic plan that focuses the work of staff, students and families on three key goal areas: Develop Caring Learners, Empower Student-Centered Learning and Champion Student Success.

Summit High School has recently expanded an extensive Career and Technical Education (CTE) program designed to provide students with real-world skills and certifications upon graduation. This program continues to expand with the addition of Welding, Criminal Justice and Ski Technology. Our current CTE offerings range from Journalism and video production to construction and electrical technology.

Summit School District provides a world-class public education program demonstrated by student achievement on assessments that continue to outperform statewide averages. The District is one of a handful pursuing full International Baccalaureate status and students can earn up to 34 college credits by successfully completing this program. Additionally, the District was one of 30 school districts nationwide to be named a "District of Distinction" for its Pre-Collegiate Program.

Summit High is in the unique position to offer students the opportunity to earn concurrent credits at both CMC and SHS. SHS offers 20 concurrent enrollment classes providing CMC credits. 1842 credit hours were earned last semester; tripling the credit opportunities and allowing students to earn up to 60 college credits at SHS.

Over the past two decades, Summit School District has been successful in passing mill levies and bond initiatives for transportation, full-day kindergarten and technology improvements. Most recently, Summit County voters supported a \$1.8M mill levy for "Supplemental Capital Construction, Technology and Maintenance" and a \$68.9M Bond measure to address critical repairs and upgrades at all 12 buildings in the school district. This includes the replacement of leaking roofs, updating heating, electrical and plumbing systems, and addressing other high priority building needs. Funding will also be used to improve the accessibility for students, staff and visitors with disabilities, update safety, security and emergency response systems in each school, and address enrollment growth and overcrowding at both Summit Middle School and Summit High School.

The Board of Education believes both funding proposals will benefit students, families and taxpayers in the following ways:

- *Protecting and maintaining school district and community assets
- *Extending the useful life of the district's school buildings, reducing costly emergency repairs and improving energy efficiency
- *Providing safe and secure, high-quality learning environments district-wide

Deficiencies Associated with this Project:

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Summit Cove Elementary has deficiencies with both the HVAC system and the domestic hot water. The domestic hot water piping needs replacement. There are pinhole leaks that are a constant maintenance issue. The HVAC system and its equipment are over 20 years old and there are numerous work orders related to temperature regulation. These work orders result in numerous disruptions to classroom learning. Summit Cove Elementary also has radon levels slightly above the recommended EPA levels. A new HVAC system will mitigate the radon problem and improve the health and safety of students in that building.

Summit High School has a CDE FCI score from 2014 of 23.42% and a 22 year HVAC system that is continually in need of repair. The classroom wing of the building has inadequate cooling, but the entire building struggles with temperature control. In the FCI HVAC report, you will see in more detail what this building needs, but just to reference a few:

- *Date and service (4) DX cooling split systems serving the admin area.

- *Decommission and demolish (12)

- *DX cooling split systems.

- *Revise duct distribution and rebalance system serving existing admin and principal offices.

- *Replace snowmelt manifolds and controls. Provide Tekmar control panel and ice/snow sensors for each system.

- *Replace pool equipment room exhaust system and fan.

Summit Middle School- The roof deficiencies are fully detailed in the FCI Constructors Inc. roof audit. To summarize, there is cracking and blistering that needs repair on most decks. However, we are asking for a full roof replacement for deck 9, which has a remaining useful service life of 4-6 years. On deck 9 the roofing cement is cracking at many locations and fish mouting is present. Student learning is currently most impacted by the leaks in the music room and one student hallway, but leaks occur in the administration offices and the teachers' lounge, as well. The 2014 CDE Assessment reports an FCI of 13.82% for Summit Middle School and our audit by the engineers and architects from Wold, site the roof leaks as a deficiency in our Master Facilities Plan. In addition to roof deficiencies, our outside agency sites the HVAC system as being a real concern. The HVAC system's deficiencies are detailed in the FCI report called HVAC Narrative. Temperature regulation in the building is intensely problematic and causes teachers and students tremendous discomfort. Classrooms are either extremely hot or extremely cold. Recent engineer investigations revealed that hydronic plumbing sizing and VAVs were not engineered adequately for our Summit County cold days. As well as the temperature irregularities, the Computer Lab HVAC noise is highly disruptive to learning.

Breckenridge Elementary School's deficits are in both the areas of roofing and the HVAC system. The roof shows areas of blistering and water infiltration into the roof deck insulation. The district is constantly monitoring and occasionally having to remove snow from the roof due to limitations of roof structure design capacity. Here is a portion from Rooftech audit:

- *The granule surfacing is starting to wear off. About 20% of the surfacing is now worn off exposing some of the underlying modified bitumen coating. Loss of granule surfacing will expose the sheet to the sun which will hasten its deterioration.

Breckenridge Elementary School has a CDE FCI score of 60.92% from 2014. The HVAC problems emerge, similar to other buildings in our district, around heating and cooling resulting in numerous short term repairs due to aging equipment that we have not had the money to fix. This has lead us to pursuing a BEST grant.

Frisco Elementary School's big concern and need is the roof, which is so deficient it is recommend that we replace the whole roof. The adhered reinforced EPDM roof membrane is leaking at its seams, according to the roof audit done by the company Rooftech. Frisco Elementary's FCI score according to the 2014 CDE assessment was 43.73%.

Silverthorne Elementary also has a 14 year old roof that has been assessed by the people at Rooftech and found that the roof is leaking and in need of repairs to the fascia.

Dillon Valley Elementary is need of roofing repairs, HVAC system upgrades and structural roofing replacement. In 2002, Dillon Valley had an addition done and the structural integrity of that roof does not meet new codes. We have joists over classrooms that are approximately 30% overstressed when considering the snow loads of Summit County. Dillon Valley also has HVAC equipment that is 20 years old and students and teachers are suffering from both overheating and cold classrooms.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

The state assessment report for Dillon Valley reported their FCI score at a 62.22%. Dillon Valley also needs numerous repairs to their roof, as noted in the Rooftech report. One example is the roofing cement used to seal the laps at the seams and corners is cracking in many locations.

Proposed Solution to Address the Deficiencies Stated Above:

Summit School District launched a comprehensive Master Facilities Planning Process in the fall of 2015. The District's objective was to create a master plan that would serve as a roadmap to creating and maintaining high performing, 21st-century learning environments at all local public education buildings. Schools were evaluated for their educational adequacy which included assessments of facilities, the number of classrooms and class sizes, design and layout of instructional spaces, safety and security systems, storage adequacy and how the buildings are currently utilized for district and community purposes.

BUILDING VISION2020 is the District's name for this extensive master planning process. The District is creating 21st century learning environments aligned to the District's Strategic Plan, VISION2020, by rethinking and redesigning classrooms and school workspaces. Summit is committed to ensuring that all of our schools and facilities are well maintained and physically safe and secure.

Through this process we have come to our solutions for each of the seven buildings listed above. These solutions are detailed in both the Mechanical Narratives by building and the Rooftech audits by building.

Summit High School's solution is to address the heating and cooling deficiencies in the existing facility. A sample of some specific steps will be:

- *Provide cabinet unit heaters at all exterior door locations within the Culinary and Hospitality wing
- *Modify OA ductwork within Auditorium mechanical room
- *Duct each unit to new insulated plenum at the exterior intake louver
- *Seal return air opening to be air tight at AHU-10 and AHU-11
- *Rebalance air handling units (typical 4) as required
- *Modify OA FCUs serving classroom zone units
- *Provide new controls, freeze stats, low leak isolation damper
- *Install new sight glasses at all major heating equipment

Dillon Valley Elementary's HVAC scope addresses heating and cooling deficiencies within the existing building. Please reference the Mechanical Narrative for additional information. The roofing scope addresses the Rooftech repair recommendations for spot patches and flashing seams, as well as, structural upgrades to a portion of the facility roof structure to meet current snow loads.

Summit Cove Elementary School's solutions for their HVAC system, will not only alleviate the heating and cooling issues, but will also mitigate their radon problems. The solution will include adding make up air units to address hot and cold concerns. The main branch of the trunk line of the domestic hot water line will be replaced. Here is a sampling of what some of the solutions will include for Summit Cove Elementary, as well:

2.0 – MECHANICAL SYSTEMS

2.1 - HVAC Equipment

Ductwork

- *Line supply and return ducts within 10' of air handling equipment with 1-1/2" duct liner.
- *Wrap all other supply ducts above ceilings with 1-1/2" duct wrap.
- *Supply ducts exposed in spaces they serve will not be insulated.
- *Return and exhaust ducts beyond 10' of the equipment they are connected to will not be insulated.
- *Line transfer ducts with 1" duct liner.
- *Transfer duct configuration will be 5' section of duct with capped ends and openings on top of each end equal to the internal dimensions of the transfer duct.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Silverthorne's roofing scope addresses the Rooftech repair recommendations for fascia and leak repairs.

Frisco's needs are only roofing related, however, they are in need of a full roof replacement. This roof replacement will include mobilization and demolition of both decks 1-8 and 9-13. Please see the RoofTech audit for the detailed description of the steps to arrive at a safe solution. RoofTech Consultants Inc. revealed in their audit that this roof "requires immediate replacement".

Summit Middle School's work scope includes items like replacement of main plumbing trunk line and air handlers, as well as re-plumbing one boiler to fix the dramatic temperature issues in that building. The roof work at Summit Middle School will encompass a full roofing replacement for deck 9 where there is failing roof membrane. They will also repair cracking, blistering, and flashings, as recommended per the RoofTech Report.

Breckenridge Elementary School needs both work on its roof, as well the HVAC system. The HVAC scope addresses heating and cooling deficiencies within the existing building. Please reference the Mechanical Narrative for additional information. The roofing scope addresses the Rooftech repair recommendations for spot patches, flashing seam repair, and blistering.

The designs for these HVAC improvements and roofing solutions around the district, were done according to international building codes and they not only meet these standards, but often exceed them.

How Urgent is this Project?

The HVAC system upgrades are a significant priority because we feel confident that in the next 1- 2 years, these systems could fail. If a system fails, this would leave us in a dire situation where the building would become unusable. This would displace kids and shut our educational operations down.

In the Public School Facility Construction Guidelines, Mechanical Systems' section 4.1.6, it states that the norm is, "safe and energy efficient mechanical systems (HVAC) shall be designed and installed to provide proper ventilation, and maintain the building temperature and relative humidity, while achieving appropriate sound levels". In the vast majority of Summit School District Schools we can not say that we have this for our students and teachers. We have screaming HVAC systems that are so noisy and distracting, teachers report that they need to move out of their classrooms, causing loss of instructional time. We have hot and cold irregularities that result in the same distress and unsuitable learning conditions. One teacher reported the students in her class visibly sweating with bright red faces on a zero degree day. When she looked at her thermometer it read 100 degree fahrenheit. No one is learning in environments like this. Situations like this are happening constantly in the buildings listed above, that are in desperate need of HVAC upgrades.

If these roof repairs are not made now, it will cost us more money later. Each year we wait, the construction prices go up and it will take more money later. Our school district dollar's are already spread so thin. In addition, we will continue to have to pay for repairs for leaks that are affecting ceiling tiles, insulation, drywall, and carpet. Doing it now is imperative.

Specific to Dillon Valley Elementary's structural upgrades to the roof, this grant money will ensure the safety of the children who are in the classrooms below the roof that currently is overstressed. This is an urgent need for the kids of Dillon Valley where the snow loads of Summit County are substantial.

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?

Summit School District strongly believes in preventive maintenance. This is evident in that many of our building systems across the district are still working past their useful life. Following the completion of this project, regular maintenance will be scheduled and performed as described in Owner's manuals and according to industry best practice guidelines. Based on regular maintenance and repair, systems that are beginning to fail or are requiring increased maintenance are tracked on our District Deferred Maintenance list. The District will budget approximately \$1M per year to address these capital needs.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

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:

Summit School District has built all of our schools as new facilities. Breckenridge Elementary was built in 1972. Frisco Elementary School and Dillon Valley Elementary were built in 1978. Dillon Valley Elementary was added onto in 1989 and 2002. Summit Middle School was originally built in 1963, as the District's high school. The building has had additions in 1972, 1986, and was fully remodeled in 2006. Summit High School and Summit Cove Elementary were built in 1996. Silverthorne was constructed new in 2004.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Summit Cove Elementary was newly constructed by the District in 1996. All HVAC and roofing systems are original to the building. The district has followed regular maintenance and repairs per equipment guidelines, however limited capital funding has limited our ability to undertake large projects for replacement and repair of the system.

Summit Middle School replaced 50% of its roof in 2006. Over the last 12 years, we have replaced all but one section of that roof and that last section of roof is what we need to repair at this point. As part of our middle school's remodel in 2006, some of the HVAC equipment was updated. However, it is a mixture of old and new parts, some of which are beyond surface life. In addition, some of the sizing of the variable air volume boxes and associated plumbing were inadequate to heat and cool classrooms properly.

Summit High School is using original equipment for their HVAC system from 1996.

Frisco Elementary School had its roof replaced in 2002.

Silverthorne Elementary has its original room from 2004, so it is 14 years old.

Breckenridge Elementary had its roof replaced in 2002, as well. At this time, they upgraded their HVAC system with new air handlers, plumbing upgrades, and unit ventilators. Many of these items are at the end of their surface life.

Dillon Valley Elementary, not only had its roof replaced in 2002, but as part of their addition in built a new roof for the addition. The structural integrity of this new roof portion does not meet local building codes for snow load. In 2002, Dillon Valley Elementary also upgraded their HVAC system with new air handlers and unit ventilators.

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

Summit School District issued nearly \$70M in General Obligation Bonds to fund expansions of the Middle School and High School and address priority one deficiencies across the District. With these funds, the District will be able to contribute matching funds to these projects. Receiving a BEST grant will help us leverage these funds to complete a larger scope of work.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

SSD maintains a district-wide deferred maintenance list to track and prioritize maintenance and capital needs. All items on the list are prioritized based on Board policy FBC-R, which defines the most critical items as highest priority. Each year, capital projects are planned based on available funding for the highest priority items.

Historically, the district has transferred about \$300,000 or about \$100 per student, to the Capital Fund for capital improvements and deferred maintenance projects. This limited funding only allowed the district to address the most critical needs. As a result, our deferred maintenance list has continued to grow. In November 2016, local voters passed a Supplemental Capital Construction, Technology and Maintenance mill levy override as well as Bond funding to address deferred maintenance projects across the district. Once the deferred maintenance projects funded by the Bond are complete, the on going Mill Levy funds will provide approximately \$1M per year in on-going funding to address capital construction and maintenance needs. With the addition of this new funding, the district will be better able to address maintenance needs in a timely manner and reduce the number of deferred projects.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$1,600,127.82	CDE Minimum Match %:	80
Current Applicant Match:	\$6,400,511.29	Actual Match % Provided:	80
Current Project Request:	\$8,000,639.11	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	2017 Bond
Future Grant Requests:	\$0.00	Escalation %:	4.8
Total of All Phases:	\$8,000,639.11	Construction Contingency %:	3.61
Affected Sq Ft:	626,744	Owner Contingency %:	8.95
Affected Pupils:	3,305	Historical Register?	No
Cost Per Sq Ft:	\$12.77	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$0.00	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$127.64	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$2,420.77	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	190	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	3,316	Bonded Debt Approved:	\$68,900,000
Assessed Valuation:	\$1,859,215,660	Year(s) Bond Approved:	16
PPAV:	\$560,765	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$8,607,810	Year(s) Bond Failed:	
Median Household Income:	\$70,030	Outstanding Bonded Debt:	\$29,415,000
Free Reduced Lunch %:	31.9%	Total Bond Capacity:	\$371,843,132
Existing Bond Mill Levy:	4.921	Bond Capacity Remaining:	\$342,428,132
3yr Avg OMFAC/Pupil:	\$1,903.47		

● **Facilities Impacted by this Grant Application** ●

SUMMIT RE-1 - ES, MS, HS Safety and Security Upgrades - Breckenridge ES - 1972

District:	Auditor - Summit RE-1
School Name:	Breckenridge ES
Gross Area (SF):	35,467
Number of Buildings:	1
Replacement Value:	\$9,073,942
Condition Budget:	\$5,525,264
Total FCI:	0.61
Adequacy Index:	0.22



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,132,090	\$789,278	0.70
Equipment and Furnishings	\$244,245	\$57,753	0.24
Exterior Enclosure	\$910,817	\$706,551	0.78
Fire Protection	\$50,275	\$279,919	5.57
HVAC System	\$2,109,323	\$1,178,371	0.56
Interior Construction and Conveyance	\$1,733,216	\$1,372,131	0.79
Plumbing System	\$447,226	\$363,745	0.81
Site	\$1,362,512	\$1,045,284	0.77
Structure	\$1,084,237	\$0	0.00
Overall - Total	\$9,073,942	\$5,793,032	0.64

● **Facilities Impacted by this Grant Application** ●

SUMMIT RE-1 - ES, MS, HS Safety and Security Upgrades - Dillon Valley ES - 1979

District:	Auditor - Summit RE-1
School Name:	Dillon Valley ES
Gross Area (SF):	49,630
Number of Buildings:	1
Replacement Value:	\$11,503,025
Condition Budget:	\$4,309,648
Total FCI:	0.37
Adequacy Index:	0.18



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,396,156	\$953,412	0.68
Equipment and Furnishings	\$288,678	\$236,574	0.82
Exterior Enclosure	\$1,145,792	\$467,289	0.41
Fire Protection	\$29,762	\$425,504	14.30
HVAC System	\$2,646,137	\$886,431	0.33
Interior Construction and Conveyance	\$2,481,516	\$1,037,406	0.42
Plumbing System	\$633,951	\$413,573	0.65
Site	\$1,444,709	\$314,964	0.22
Structure	\$1,436,325	\$0	0.00
Overall - Total	\$11,503,025	\$4,735,153	0.41

● **Facilities Impacted by this Grant Application ●**

SUMMIT RE-1 - ES, MS, HS Safety and Security Upgrades - Frisco ES - 1978

District:	Auditor - Summit RE-1
School Name:	Frisko ES
Gross Area (SF):	40,177
Number of Buildings:	1
Replacement Value:	\$10,521,706
Condition Budget:	\$2,305,970
Total FCI:	0.22
Adequacy Index:	0.11



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,317,056	\$561,143	0.43
Equipment and Furnishings	\$296,735	\$149,045	0.50
Exterior Enclosure	\$1,111,713	\$277,570	0.25
Fire Protection	\$358,981	\$0	0.00
HVAC System	\$2,069,900	\$126,471	0.06
Interior Construction and Conveyance	\$2,187,899	\$415,717	0.19
Plumbing System	\$532,216	\$158,595	0.30
Site	\$1,301,567	\$617,428	0.47
Structure	\$1,345,640	\$0	0.00
Overall - Total	\$10,521,706	\$2,305,969	0.22

SUMMIT RE-1 - ES, MS, HS Safety and Security Upgrades - Silverthorne ES - 2004

District:	Auditor - Summit RE-1
School Name:	Silverthorne ES
Gross Area (SF):	62,500
Number of Buildings:	1
Replacement Value:	\$17,880,171
Condition Budget:	\$1,292,220
Total FCI:	0.07
Adequacy Index:	0.09



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,285,051	\$768,493	0.34
Equipment and Furnishings	\$367,988	\$0	0.00
Exterior Enclosure	\$2,201,247	\$802	0.00
Fire Protection	\$561,373	\$0	0.00
HVAC System	\$3,838,603	\$34,788	0.01
Interior Construction and Conveyance	\$2,987,393	\$464,168	0.16
Plumbing System	\$795,275	\$9,015	0.01
Site	\$1,709,939	\$14,954	0.01
Structure	\$3,133,301	\$0	0.00
Overall - Total	\$17,880,171	\$1,292,220	0.07

● **Facilities Impacted by this Grant Application** ●

SUMMIT RE-1 - ES, MS, HS Safety and Security Upgrades - Summit Cove ES - 1996

District:	Auditor - Summit RE-1
School Name:	Summit Cove ES
Gross Area (SF):	52,000
Number of Buildings:	1
Replacement Value:	\$13,912,485
Condition Budget:	\$4,934,991
Total FCI:	0.35
Adequacy Index:	0.11



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,148,996	\$1,123,062	0.52
Equipment and Furnishings	\$366,811	\$458,513	1.25
Exterior Enclosure	\$1,276,145	\$0	0.00
Fire Protection	\$461,757	\$12,157	0.03
HVAC System	\$2,409,335	\$1,260,081	0.52
Interior Construction and Conveyance	\$2,565,662	\$1,387,590	0.54
Plumbing System	\$596,314	\$18,154	0.03
Site	\$1,334,983	\$675,436	0.51
Structure	\$2,752,481	\$0	0.00
Overall - Total	\$13,912,485	\$4,934,993	0.35

SUMMIT RE-1 - ES, MS, HS Safety and Security Upgrades - Summit HS - 1997

District:	Auditor - Summit RE-1
School Name:	Summit HS
Gross Area (SF):	213,000
Number of Buildings:	1
Replacement Value:	\$53,873,368
Condition Budget:	\$16,907,045
Total FCI:	0.31
Adequacy Index:	0.12



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$8,040,354	\$3,131,759	0.39
Equipment and Furnishings	\$967,437	\$453,096	0.47
Exterior Enclosure	\$5,823,546	\$1,546,825	0.27
Fire Protection	\$1,926,086	\$0	0.00
Furnishings	\$1,462,607	\$0	0.00
HVAC System	\$9,902,091	\$5,196,836	0.52
Interior Construction and Conveyance	\$10,372,537	\$4,585,418	0.44
Plumbing System	\$2,798,514	\$187,696	0.07
Site	\$3,677,712	\$655,997	0.18
Special Construction	\$919,537	\$1,149,421	1.25
Structure	\$7,982,947	\$0	0.00
Overall - Total	\$53,873,368	\$16,907,048	0.31

● **Facilities Impacted by this Grant Application** ●

SUMMIT RE-1 - ES, MS, HS Safety and Security Upgrades - Summit MS - 1960

District:	Auditor - Summit RE-1
School Name:	Summit MS
Gross Area (SF):	174,000
Number of Buildings:	1
Replacement Value:	\$48,860,988
Condition Budget:	\$6,296,742
Total FCI:	0.13
Adequacy Index:	0.10



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$6,692,892	\$2,577,508	0.39
Equipment and Furnishings	\$952,638	\$0	0.00
Exterior Enclosure	\$8,040,729	\$143,088	0.02
Fire Protection	\$1,522,294	\$3,925	0.00
Furnishings	\$814,325	\$0	0.00
HVAC System	\$8,342,695	\$20,770	0.00
Interior Construction and Conveyance	\$8,887,040	\$2,850,288	0.32
Plumbing System	\$2,446,944	\$599,675	0.25
Site	\$4,852,007	\$101,488	0.02
Structure	\$6,309,424	\$0	0.00
Overall - Total	\$48,860,988	\$6,296,742	0.13

● **Facilities Impacted by this Grant Application** ●

SUMMIT RE-1 - ES, MS, HS Safety and Security Upgrades - Upper Blue ES - 1996

District:	Auditor - Summit RE-1
School Name:	Upper Blue ES
Gross Area (SF):	50,000
Number of Buildings:	1
Replacement Value:	\$14,428,176
Condition Budget:	\$4,810,586
Total FCI:	0.33
Adequacy Index:	0.10



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,899,386	\$176,829	0.09
Equipment and Furnishings	\$394,476	\$405,061	1.03
Exterior Enclosure	\$1,918,439	\$0	0.00
Fire Protection	\$444,372	\$12,157	0.03
HVAC System	\$3,064,723	\$2,160,226	0.70
Interior Construction and Conveyance	\$2,637,203	\$741,186	0.28
Plumbing System	\$635,233	\$26,471	0.04
Site	\$1,885,580	\$1,288,656	0.68
Structure	\$1,548,764	\$0	0.00
Overall - Total	\$14,428,176	\$4,810,586	0.33

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: SUMMIT RE-1

County: SUMMIT

Project Title: ES, MS, HS Safety and Security Upgrades

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 checked="" 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"/> Technology |
| <input checked="" type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Summit School District, nestled in the heart of the beautiful Colorado Rocky Mountains, provides excellence in public education to families in the diverse resort communities of Breckenridge, Dillon, Frisco and Silverthorne. Serving more than 3,500 students at nine schools, diversity in the student body is growing. Roughly, 25% of the students identify as English Learners, 40% Minority and 33% qualify for Free/Reduced Lunch.

It is our vision for Summit School District students, staff and community members to work together in an atmosphere of care and respect to offer each student an array of educational programs designed to foster his/her unique academic, vocational, and personal strengths. Our aim is to develop internationally minded people who help to create a better world. We believe in open communication with our stakeholders and appreciate community input. The District is building instructional programs to teach children the 21st century skills they need to be successful in the workforce. VISION2020 is a detailed strategic plan that focuses the work of staff, students and families on three key goal areas: Develop Caring Learners, Empower Student-Centered Learning and Champion Student Success.

Summit High School has recently expanded an extensive Career and Technical Education (CTE) program designed to provide students with real-world skills and certifications upon graduation. This program continues to expand with the addition of Welding, Criminal Justice and Ski Technology. Our current CTE offerings range from Journalism and video production to construction and electrical technology.

Summit School District provides a world-class public education program demonstrated by student achievement on assessments that continue to outperform statewide averages. The District is one of a handful pursuing full International Baccalaureate status and students can earn up to 34 college credits by successfully completing this program. Additionally, the District was one of 30 school districts nationwide to be named a "District of Distinction" for its Pre-Collegiate Program.

Summit High is in the unique position to offer students the opportunity to earn concurrent credits at both CMC and SHS. SHS offers 20 concurrent enrollment classes providing CMC credits. 1842 credit hours were earned last semester; tripling the credit opportunities and allowing students to earn up to 60 college credits at SHS.

Over the past two decades, Summit School District has been successful in passing mill levies and bond initiatives for transportation, full-day kindergarten and technology improvements. Most recently, Summit County voters supported a \$1.8M mill levy for "Supplemental Capital Construction, Technology and Maintenance" and a \$68.9M Bond measure to address critical repairs and upgrades at all 12 buildings in the school district. This includes the replacement of leaking roofs, updating heating, electrical and plumbing systems, and addressing other high priority building needs. Funding will also be used to improve the accessibility for students, staff and visitors with disabilities, update safety, security and emergency response systems in each school, and address enrollment growth and overcrowding at both Summit Middle School and Summit High School.

- The Board of Education believes both funding proposals will benefit students, families and taxpayers in the following ways:
- *Protecting and maintaining school district and community assets
 - *Extending the useful life of the district's school buildings, reducing costly emergency repairs and improving energy efficiency
 - *Providing safe and secure, high-quality learning environments district-wide

Deficiencies Associated with this Project:

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Fire Safety Systems - The fireproofing material used in the ceiling of Summit High School is in need of a permanent fix and solution. The original fireproofing material on the steel structure periodically falls off. The material is a cement based product and will fall through ceiling tiles and creates a lot of dust. Falling cement is a significant safety hazard in the classrooms, hallways and public areas. The District was able to permanently replace one academic wing of the high school during the summer of 2015. The remainder of the ceilings in the building need to be addressed.

In addition, Summit School District does not currently meet International Fire Codes because we do not have voice evacuation fire safety systems in our buildings. In the case of an emergency, the horn goes off, but does not give the specific directions or information as to the nature of the emergency.

At Dillon Valley Elementary School, the sprinkler system is deficient because it does not meet current DFPC code requirements, so this is also included in our grant funding request.

Building Security Systems - While vestibules at schools were improved nearly 10 years ago, security and safety advances make the current vestibules nearly obsolete. Current school vestibules do not adequately secure each school site or limit access from outsiders to the school building; do not provide a clear line of sight for office personnel; and do not create a strong barrier between school staff and students, and outsiders.

Communicating with staff and students during emergencies in the schools is nearly impossible with the current outdated PA systems which are more than 20 years old. The systems are inadequate and inaudible. People in the buildings can not hear or understand the verbal communication over the loudspeakers. We currently only have one access point for communication, we need a system where there are more ways to access the communication system.

As part of our safety and security upgrades we are planning to address the vestibules, security cameras, door contacts, and access controls at Summit High School, Summit Middle School, Dillon Valley, Breckenridge, and Summit Cove Elementary School.

Proposed Solution to Address the Deficiencies Stated Above:

Summit School District launched a comprehensive Master Facilities Planning Process in the fall of 2015. The District's objective was to create a master plan that would serve as a roadmap to creating and maintaining high performing, 21st-century learning environments at all local public education buildings. Schools were evaluated for their educational adequacy which included assessments of facilities, the number of classrooms and class sizes, design and layout of instructional spaces, safety and security systems, storage adequacy and how the buildings are currently utilized for district and community purposes.

BUILDING VISION2020 is the District's name for this extensive master planning process. The District is creating 21st century learning environments aligned to the District's Strategic Plan, VISION2020, by rethinking and redesigning classrooms and school workspaces. Summit is committed to ensuring that all of our schools and facilities are well maintained and physically safe and secure.

Through this process we have come to our solutions for each of the 8 buildings listed above. These solutions are detailed in our Facilities Master Plan, Drawings, and recommendations from the Meridan group by building, in our attached documentation.

Fire Safety Systems- The scope of the solution includes voice evacuation upgrades at all 8 of our Summit School District Schools. In 2012, the International Fire Code (IFC) introduced a requirement for fire alarm systems in schools to employ voice evacuation for occupant notification. The main purpose of this was to enhance communications between emergency responders, faculty and students during an emergency condition. Fire and life safety codes are evolving to include emergencies outside of fire. With the increase of school shootings and other non-fire emergencies occurring in the education system, the IFC introduced the use of pre-recorded and live voice messages into the requirements for fire alarm systems. This code requirement carried into the 2015 IFC. When the state of Colorado adopted the 2015 IFC, all schools in the state were subject to the requirement when remodels, additions or other construction project occur. Using voice messages allows for specific instruction to be given to students & faculty during an emergency. It allows for custom messages based on the type of situation be it fire, lockdown, weather related emergencies, active shooters or other scenarios.

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Once a school is able to perform an upgrade to a voice evacuation based fire alarm system, life safety is greatly enhanced. Fire departments and other emergency responders have access to a microphone where specific instruction can be given to occupants. This allows for emergency response to be tailored to the emergency, rather than just a single emergency tone being emitted from a traditional fire alarm strobe horn.

Building Security Systems- As part of our safety and security upgrades we are planning to address the vestibules, security cameras, door contacts, and access controls at Summit High School, Summit Middle School, Dillon Valley, Breckenridge, and Summit Cove Elementary School. Silverthorne, Frisco, and Upper Blue Elementary Schools currently only need PA and FA upgrades .

During late 2016 and early 2017, a Security Committee was formed and met several times to agree on the degree and method of security the District would implement and fund through the bond. The consensus was “prudent security” is the goal. “Prudent security” consists of the following elements:

- Intrusion proof glazing at interior vestibule doors and framed glass walls
- Secure waiting vestibule which is outside the protected school environment
- Transaction windows and package pass throughs that don't compromise student safety
- Improved sight lines for office personal to recognize a potential threat prior to it reaching school
- Camera monitoring of building perimeter as well as through the entire building entry process
- Two panic buttons in Administration area
- Card access or key fobs for staff entry at main entrances
- Lockdown hardware allowing “hunker in place” and teacher control

A large part of our solution is reconfiguring these schools vestibules, so that traffic inside of our schools is reduced. We believe the less people we let into the building, the more secure our student are. These vestibules will have School Guard glass built in, this is meant to slow down a potential threat until the police can arrive. Please see drawings to see how we are enhancing the site lines for office staff, in an effort to identify threats in a more timely fashion. Our new Valcom System is ip addressable (gives us web-based access). The speakers will be 2 way, so you can listen through them, as well as talk. This program is also connected to our panic alarm.

How Urgent is this Project?

Staff and student safety is our highest priority. The number of school shootings is going up each year and although definitive numbers are hard to site, most experts agree that there have been roughly 188 school shootings since 2000. So, our out of date 2010 safety and security upgrades are no longer enough to keep our precious students safe. If this money is not awarded we will have to defer money from other areas within the general fund which impact children and teachers with an already tight Colorado funding system.

Even in our small community, we have dealt with multiple situations over the last few years that remind us of how important these safety upgrades are including custodial disputes, unwelcome visitors, and the ability to effectively lockout and lockdown during suspicious activities.

The urgency comes from the fact that every precaution we take is critical in saving the lives of teachers, students, and staff. The items listed in our grant are all essential in slowing down a fire, an intruder, or a threat of any kind until the first responders can arrive. Every window, every camera, every door, every sprinkler, and every communication system is necessary when you think of the lives it could save. WHATEVER IT TAKES to keep our schools safe.

The question this section is asking about how long until failure, if this deficiency is not fixed is just not an option. Failure is not an option here. This isn't an auditorium that would be nice to have. This is the safety and security of our children.

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?

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Summit School District strongly believes in preventive maintenance. This is evident in that many of our building systems across the district are still working past their useful life. Following the completion of this project, regular maintenance will be scheduled and performed as described in Owner's manuals and according to industry best practice guidelines. Based on regular maintenance and repair, systems that are beginning to fail or are requiring increased maintenance are tracked on our District Deferred Maintenance list. The District will budget approximately \$1M per year to address these capital needs.

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:

Summit School District has built all of our schools as new facilities. Breckenridge Elementary was built in 1972. Frisco Elementary School and Dillon Valley Elementary were built in 1978. Dillon Valley Elementary was added onto in 1989 and 2002. Summit Middle School was originally built in 1963, as the District's high school. The building has had additions in 1972, 1986, and was fully remodeled in 2006. Summit High School and Summit Cove Elementary were built in 1996. Silverthorne was constructed new in 2004.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

Summit School District has made capital improvements to fire safety systems and overall building security systems over the past two decades.

Fire Safety Systems - Summit School District began to install addressable fire safety systems in 2004, and completed installation at all schools in 2010. Over the past three years, the school district has spent significant time and money to mitigate falling fireproofing material from ceilings inside the building at Summit High School. Half of the improvements in this facility were short term fixes to keep materials from falling and to prevent injury to students, staff, and community members.

Building Security Systems - Secure vestibule upgrades were completed at all school buildings in 2010. This included locking systems and security cameras. Public Announcement (PA) systems have not been upgraded or replaced since they were originally installed more than 20 years ago.

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

Summit School District issued nearly \$70M in General Obligation Bonds to fund expansions of the Middle School and High School and address priority one deficiencies across the District. With these funds, the District will be able to contribute matching funds to these projects. Receiving a BEST grant will help us leverage these funds to complete a larger scope of work.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

SSD maintains a district-wide deferred maintenance list to track and prioritize maintenance and capital needs. All items on the list are prioritized based on Board policy FBC-R, which defines the most critical items as highest priority. Each year, capital projects are planned based on available funding for the highest priority items.

Historically, the district has transferred about \$300,000 or about \$100 per student, to the Capital Fund for capital improvements and deferred maintenance projects. This limited funding only allowed the district to address the most critical needs. As a result, our deferred maintenance list has continued to grow. In November 2016, local voters passed a Supplemental Capital Construction, Technology and Maintenance mill levy override as well as Bond funding to address deferred maintenance projects across the district. Once the deferred maintenance projects funded by the Bond are complete, the on going Mill Levy funds will provide approximately \$1M per year in on-going funding to address capital construction and maintenance needs. With the addition of this new funding, the district will be better able to address maintenance needs in a timely manner and reduce the number of deferred projects.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request: \$1,232,781.39

CDE Minimum Match %: 80

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Current Applicant Match:	\$4,931,125.54	Actual Match % Provided:	80
Current Project Request:	\$6,163,906.93	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	2017 Bond
Future Grant Requests:	\$0.00	Escalation %:	2.33
Total of All Phases:	\$6,163,906.93	Construction Contingency %:	2.64
Affected Sq Ft:	676,744	Owner Contingency %:	8.94
Affected Pupils:	3,600	Historical Register?	No
Cost Per Sq Ft:	\$9.11	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$0.00	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$9.11	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$1,712.20	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	187	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	3,316	Bonded Debt Approved:	\$68,900,000
Assessed Valuation:	\$1,859,215,660	Year(s) Bond Approved:	16
PPAV:	\$560,765	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$8,607,810	Year(s) Bond Failed:	
Median Household Income:	\$70,030	Outstanding Bonded Debt:	\$29,415,000
Free Reduced Lunch %:	31.9%	Total Bond Capacity:	\$371,843,132
Existing Bond Mill Levy:	4.921	Bond Capacity Remaining:	\$342,428,132
3yr Avg OMFAC/Pupil:	\$1,903.47		

● Facilities Impacted by this Grant Application ●

FRONTIER ACADEMY - ES Flood Mitigation - Frontier Charter Academy - 1990

District:	Auditor - Greeley 6
School Name:	Frontier Charter Academy
Gross Area (SF):	80,920
Number of Buildings:	3
Replacement Value:	\$17,184,395
Condition Budget:	\$4,269,561
Total FCI:	0.25
Adequacy Index:	0.17



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$2,974,880	\$1,014,453	0.34
Equipment and Furnishings	\$175,620	\$50,655	0.29
Exterior Enclosure	\$2,430,115	\$1,166,058	0.48
Fire Protection	\$834,757	\$0	0.00
Furnishings	\$52,060	\$0	0.00
HVAC System	\$1,978,982	\$0	0.00
Interior Construction and Conveyance	\$2,723,910	\$1,134,377	0.42
Plumbing System	\$1,119,500	\$22,416	0.02
Site	\$2,177,022	\$881,601	0.40
Structure	\$2,717,548	\$0	0.00
Overall - Total	\$17,184,395	\$4,269,560	0.25

BEST FY2018-19 GRANT APPLICATION SUMMARIES

Applicant Name: FRONTIER ACADEMY

County: WELD

Project Title: ES Flood Mitigation

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 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 type="checkbox"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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

Frontier Academy Charter School is a tuition free charter school for grades Kindergarten through 12 in Greeley Colorado. There are two campuses. The secondary campus at 6530 W. 16th Street houses grades 6 through 12. The elementary campus at 2560 W. 29th Street has two buildings, the Kindergarten through 3rd grade building and the 4th/5th grade building.

Our 2017-2018 population is 1420 students (Kindergarten through 12th grade). In addition, Frontier Academy offers a home school ACCESS program on Fridays at our secondary campus. The average classroom size is 24 students (K-5) and 28 students (6-12). We have received state recognition for our Music, Arts, Drama, and Athletic programs, offer Advanced Placement and college concurrent courses, and are national qualifiers for Academic Pentathlon and Academic Decathlon.

Since 1997, Frontier Academy maintains a 30-year contract with Weld County School District 6. Over the past 20 years, the elementary campus has redesigned the two buildings to accommodate 728 students and 78 staff on a daily routine of learning, playtime, and specials (Library, P.E., Music, Art, Technology and Fine Arts). The secondary building was built specifically for Frontier Academy and opened in 2000.

Frontier Academy's governing body is comprised of a 9 to 11 member Executive Committee. Its attention is directed to planning, evaluating, and policy-making. Their responsibilities cover many phases of the school program including employees, students, curriculum, finance and facilities.

The Executive Committee developed and focused on the following strategic goals to accomplish the vision and mission.

Facilities – Plan, design and operate structures that provide students the opportunity to inspire student achievement.

Safe Campus – Provide students/staff/community a safe environment

Communications - Enhance the information flow throughout the community

Revenue Streams - Funding for opportunities

Academic Development – Enhancing the growth of students

Staff – Enhancing the growth of Frontier Academy personnel

Board Development – Oversight and accountability refinement

Most recently, Frontier Academy completed a \$11.5 million capital construction project funded by a 2016 bond refinance.

Construction of 2 new gymnasiums, an orchestra/drama room, and a new track/field complex was completed in late 2017.

Deficiencies Associated with this Project:

The building that houses grades Kindergarten through 3rd grade was last updated in 2011, enclosing what was once a greenhouse with a corrugated roof and concrete floor, into a remodeled addition to our building, complete with a metal roof and properly sided and insulated walls.

This now houses our lunchroom and fully functional Kindergarten wing (known as the 'West Wing'). Prior to this, the area was used as our lunchroom and storage area. The financing of the remodel in 2011 was paid in cash reserves, incurring no additional debt to the school.

This new 'West Wing', includes a full kitchen compliant with District 6 Nutritional Services, lunchroom, music and fine arts

BEST FY2018-19 GRANT APPLICATION SUMMARIES

classrooms, 4 Kindergarten classrooms, and 3 paraprofessional break out rooms.

Over the years, during heavy rains, we have observed and prevented water entering the building through the southwest lunchroom doors. Water often drains toward the south side of this building. Ensuring that the outside drain is clear of debris, we installed a pump in the drain outside the southwest corner of the 'West Wing'. In addition, our custodial staff use permanent sandbags at the entry points to prevent heavy rainwater from entering the building. Trees have been cleared to avoid any debris that could prevent rainwater drainage.

On May 8, 2017, a severe hail storm hit the Front Range of Colorado causing heavy rains and flooding to many areas of Greeley. The torrential rains and hail were too much for the undersized pump installed in our drain, and water entered into our 'West Wing' and flooded the entire area. Many employees and students immediately assisted in salvaging any property that could be moved, including a large amount of instruments and music equipment in the music room. Thankfully, the storm happened at 4 p.m. and many staff had not yet left for the day and were able to save items in their classrooms.

Frontier Academy closed Tuesday May 9, 2017 to clean up the mess and utilized a water restoration company to mitigate the damages. Repairs and replacement to carpet, drywall, and flooring were completed during Summer 2017. Classrooms were finally back to normal by the return to school on August 7, 2017.

Proposed Solution to Address the Deficiencies Stated Above:

Frontier Academy has retained an owner's representative since 2015 to manage the \$11.5 million construction of our new elementary gym, new secondary gym, athletic track/field construction, and street extension for athletic field access. This project is separate from the BEST Grant application and is solely funded through a 2016 bond refinance.

With the completion of the above capital construction project, Frontier Academy is currently using the fund balance of the bond refinance/capital construction project to install a turf sport field behind the elementary K-3 building. In addition, Frontier Academy is also addressing deferred maintenance costs to the elementary property, including the resurfacing of the front parking lots. Deferred maintenance costs are being utilized from the passage of Weld School District 6 Mill Levy Override in November 2017.

Our owner's representative worked with an architecture firm and engineer to complete engineering plans for the elementary turf field and in conjunction, elementary drainage improvements.

Our owner's representative requested 3 bids from contractors for the water mitigation project and drainage improvements for the southwest side of the K-3 building.

The engineer who designed the water mitigation plans separated the initial design to specifically identify what needs to be completed to route rainwater away from the 'West Wing' (southwest side of the K-3 building) and out to the front drainage area in front of the school and beyond the front parking lot.

Frontier Academy is specifically requesting help from the BEST Grant for water mitigation on the southwest side of the K-3 building (the West Wing). This includes removing the concrete and regrading south of the building, removing asphalt on the west side, including the trench to the front detention pond (north of the front parking lot), installing a trench inlet, piping, and then repaving the asphalt, and replacing the concrete.

How Urgent is this Project?

Frontier Academy is concerned that the school could easily flood again if the water mitigation is not addressed as soon as possible. Severe thunderstorms are a normal occurrence in Northern Colorado, and the academy wants to fix the problem before a similar occurrence happens again.

It will be beneficial for Frontier Academy to have this scope of work completed while the parking lot areas in the front of the elementary buildings are resurfaced. This priority deferred maintenance project would be scheduled for Summer 2018.

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Frontier Academy is utilizing Vanir Construction Management Inc. to coordinate the elementary turf field (scheduled completion Spring 2018) and the deferred maintenance parking lot resurfacing (project currently being bid and evaluated by the Frontier Academy Executive Committee as one of the possible projects of in the Mill Levy Override spending allotment).

If this project is not awarded by the BEST Grant, funding will come from Frontier Academy's general fund to mitigate additional flooding.

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?

This is a one time outlay of funds to permanently improve the elementary drainage at the southwest portion of the K-3 building. The 2017 budget line item for Repairs & Maintenance is \$138,500. Properly routing water drainage to the retention pond in front of the K3 parking lot should fix the problem.

Frontier Academy Elementary currently employs a full-time building and grounds maintenance position whose focus is on general upkeep of the elementary campus.

Although construction plans in 2011 allowed for some general sloping of the foundation perimeter in the 'West Wing' (given that the building was a greenhouse with a concrete floor), general flow and evacuation of any rainwater exceeds the automated pump capacity that was installed in the outside drain to accommodate water flow. A permanent solution to increase the size of the pipeline to the front of the building, beyond the parking lot, will solve the water mitigation problem. This will keep our foundation, flooring, and wall systems intact.

Regular clearing of debris near the pipeline and keeping the area free of any rock or sand will be part of the regular grounds maintenance schedule.

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:

Since 1997, Frontier Academy maintains a 30-year contract with Weld County School District 6. As a charter school, Frontier Academy is responsible for the cost of their facilities. Finding an affordable building to operate within was the 1st challenge in opening a charter school in 1997. Frontier Academy continues to finance all 3 buildings with bonds. While the idea of relocating the elementary school sounds appealing, the buildings that house Kindergarten through 5th grades are retrofitted to our needs and continue to be an affordable option for our charter school to operate. The Kindergarten through 3rd grade building and the 4th/5th grade building were originally storefront commercial buildings that were made available to Frontier Academy in 1997 for the most reasonable cost. The secondary campus was built as a new school building by the academy at a separate location and houses grades 6 through 12.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The elementary campus is comprised of 2 neighboring buildings on 29th Street. The buildings were initially retail space, one a greenhouse/nursery and the other a carpet store. The west building (greenhouse/nursery) was the first building that Frontier Academy acquired in 1996 and opened the charter school in 1997.

In 2000, Frontier Academy acquired the building to the east (carpet store) and expanded as students and grades were added each year. What was once storefront property of a carpet store is now our library. What was once the greenhouse is now our Kindergarten 'west wing' and lunchroom.

The school has operated on a conservative budget since opening in 1997 and is proud to say that most improvements have been paid from our fund balance in cash reserves. From completion of the Kindergarten 'west wing' in 2011, to the completion of 5th grade classrooms in 2013, Frontier Academy continues to use cash reserves to ensure our building is

BEST FY2018-19 GRANT APPLICATION SUMMARIES

suitable for our students.

Frontier Academy is also grateful for 2 BEST Grants awarded to the school. In 2015, Frontier Academy received the BEST Grant for an overhead schoolwide intercom and paging system. In 2016, Frontier Academy received the BEST Grant for removal and replacement of aging HVAC equipment.

Most recently, the elementary campus built a brand new gymnasium, which is a stand alone new structure to the south of the 4th/5th grade building. Funding for the gymnasium was a result of our 2016 bond refinance, allowing Frontier Academy to continue to improve our facilities and provide an excellent atmosphere for student achievement.

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

Frontier Academy actively searches for donors, grants and other financial opportunities to improve our school. Annually, the academy hosts a gala and a 5K, two K-12 fundraisers that involve the Greeley community and Frontier Academy parents to donate financially. Items such as an elementary garden theater, school activity buses, security enhancements, and technology equipment are all a result of the generous donations of our Frontier Academy community.

In addition, Frontier Academy refinanced our existing bonds in 2016, allowing for significant improvements to be completed at both the elementary and secondary campuses. In 2017, the academy wrapped up a \$11.5 million project to construct a new elementary gym, a new secondary gym, a new track and field athletic complex, and a new turf elementary playfield.

While the academy appreciates the opportunity to apply for BEST funds, we realize that it is important to investigate other ways to ensure we are prepared to address large and small needs within our own budget constraints.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Annual Board planning sessions with prioritization of projects is generally how big dollar projects are determined. The last couple of years have been different, as we did a total bond refunding and refinance to take on a large project that included 2 fields for the Secondary Campus (practice and playing with a track), a new gym on both campuses, an orchestra/drama room, and weight room. Total cost of projects \$11,550,000. Funding included a \$1.688 million dollar city grant. The total spent on these projects FY 16-17 was \$6,060,953. Repair and Maintenance FY 16-17 for both campuses spending was \$175,356. Paid FTE was \$1452.86, so total spent per pupil was \$4292.43. If using the R&M, spending was \$120.69.

At the current time we are in process of completing a field at the Elementary campus. This project was approved, by board resolution for fund balance monies with the 17-18 budget approval.

For the next few years, there will be a focus on deferred maintenance, including parking lot resurfacing at the Secondary campus, parking lot removal and replacement at the Elementary campus, creation of some additional classrooms out of empty space at Elementary campus, providing a better health office on the Elementary campus, and for safety/security, reconfiguring the secondary entry way. These large projects, as well as the proposed water mitigation and rotation efforts for carpet and repainting will be budgeted from a recent MLO that will provide the school with additional funds for the next 7 years. One of the focuses of the MLO is deferred maintenance.

In years past, repair and maintenance budgets were determined by history and specifically identified projects as well as building in money for unforeseen items.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

N/A

Current Grant Request:	\$57,232.98	CDE Minimum Match %:	48
Current Applicant Match:	\$52,830.44	Actual Match % Provided:	48
Current Project Request:	\$110,063.42	Is a Waiver Letter Required?	No

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Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	General Fund
Future Grant Requests:	\$0.00	Escalation %:	0
Total of All Phases:	\$110,063.42	Construction Contingency %:	5
Affected Sq Ft:	12,676	Owner Contingency %:	5
Affected Pupils:	728	Historical Register?	No
Cost Per Sq Ft:	\$8.34	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$1.45	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$7.23	Is a Master Plan Complete?	No
Cost Per Pupil:	\$151	Who owns the Facility?	3rd Party
Gross Sq Ft Per Pupil:	54	If owned by a third party, explanation of ownership:	Frontier Academy Facility Corporation

Financial Data (Charter Applicants)

Authorizer Min Match %:	56%	CEFCA or financing attempts:	3
< 10% district bond capacity?	N	Enrollment as % of district:	7.66%
Authorizer Bond Attempts:	0	Free Reduced Lunch %	18.50%
Authorizer MLO Attempts:	3	% of PPR on Facilities:	13.00%
Non-BEST Capital Grants:	0	Unreserved Gen Fund % Budget:	13.70%
3yr Avg OMFAC/Pupil:	\$2,465.61	FY17-18 CSCC Allocation:	\$386,613.93
Who will facility revert to if school ceases to exist?	The facility goes to authorizer Weld County School District 6.		

● **Facilities Impacted by this Grant Application** ●

WRAY RD-2 - PK-12 Addition/Renovation - Buchanan MS - 1952

District:	Auditor - Wray RD-2
School Name:	Buchanan MS
Gross Area (SF):	47,250
Number of Buildings:	1
Replacement Value:	\$13,404,842
Condition Budget:	\$5,559,808
Total FCI:	0.41
Adequacy Index:	0.28



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$1,827,974	\$1,143,530	0.63
Equipment and Furnishings	\$325,783	\$30,124	0.09
Exterior Enclosure	\$2,540,520	\$652,941	0.26
Fire Protection	\$11,907	\$470,305	39.50
Furnishings	\$323,210	\$0	0.00
HVAC System	\$1,633,578	\$632,731	0.39
Interior Construction and Conveyance	\$1,980,829	\$1,134,315	0.57
Plumbing System	\$729,540	\$637,871	0.87
Site	\$2,439,795	\$1,306,848	0.54
Structure	\$1,591,706	\$21,451	0.01
Overall - Total	\$13,404,842	\$6,030,116	0.45

WRAY RD-2 - PK-12 Addition/Renovation - Wray ES/HS - 1986

District:	Auditor - Wray RD-2
School Name:	Wray ES/HS
Gross Area (SF):	130,535
Number of Buildings:	3
Replacement Value:	\$42,101,672
Condition Budget:	\$13,799,743
Total FCI:	0.33
Adequacy Index:	0.10



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$3,901,133	\$2,171,947	0.56
Equipment and Furnishings	\$610,565	\$630,920	1.03
Exterior Enclosure	\$12,067,989	\$225,797	0.02
Fire Protection	\$38,645	\$1,155,062	29.89
Furnishings	\$884,420	\$3,113	0.00
HVAC System	\$8,918,363	\$5,521,409	0.62
Interior Construction and Conveyance	\$4,988,451	\$1,959,679	0.39
Plumbing System	\$1,861,484	\$1,205,204	0.65
Site	\$4,661,014	\$2,112,114	0.45
Structure	\$4,169,607	\$0	0.00
Overall - Total	\$42,101,672	\$14,985,245	0.36

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Applicant Name: WRAY RD-2

County: YUMA

Project Title: PK-12 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 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 checked="" type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input checked="" type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Technology |
| <input checked="" type="checkbox"/> Security | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input checked="" type="checkbox"/> Other PK-12 Campus Consolidation |

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

The Wray School District is a small, rural district located on the eastern plains. Its boundaries encompass 802 square miles. The town of Wray has a population of approximately 2400, but the district serves students located in the surrounding agricultural area, which covers 802 square miles. Our longest bus route traveling 125 miles each day. The eastern boundary is the Nebraska state line.

The Wray School District consists of a high school, middle school, and an elementary school. The high school and elementary schools are located on one campus, lying just outside of the city limits. The middle school is located approximately one mile away, adjacent to U.S. Highway 385 which runs through the center of the town. The middle school was built as an addition to the original high school in 1968. In 1986 a new High School and Elementary School complex was opened on the current site of those buildings. That complex includes gyms, a cafeteria and an auditorium. At that point, the old elementary school and high school were demolished. The only remaining structure is the gym built in 1956 and the hallway adjacent to it, which currently houses classrooms. Also, at that time, 5th grade students were moved into the middle school. At some point 6th grade students were moved to the middle school, possibly when the addition was built in 1968. Over the course of years, as the number of students outgrew classroom spaces, the district purchased modular buildings to provide additional classroom space, and also built metal structures to house additional 5th grade classrooms. In 2006, a bond project paid for renovations including cooling, art, science, and PE at the elementary and high school building.

In general, the Wray School District enrollment trend is stable. Graduating class size has dipped over the last four years but is expected to increase slightly in the near future. Last year, Wray High School only graduated 24 students, and this year the High School expects to graduate 34 students. Currently the younger class sizes are trending upward, so graduations will stabilize at 45-50 students.

Wray is a PK-12 district that is working to prepare students to become career and college-ready. To reach all students, we offer many hands-on learning opportunities including a robust VoAg program, STEAM, and art. The focus of programming in recent years has been to incorporate more hands-on learning opportunities for diverse populations of students.

We take great pride in our schools and complete regular maintenance on our buildings. Through this investment, we have kept a 1952 school operational. On average, we invest \$230,000 annually and pay 11 staff members to clean, maintain, and manage our facilities. Our 2017-18 budget is \$200,000 for maintenance. The school district occasionally requests and receives grants from The Kitzmiller-Bales Trust for school equipment and maintenance. The district is very appreciative of the generosity of the Trust to help provide funding for the benefit of students and community.

Deficiencies Associated with this Project:

K-12 CONSOLIDATION AT WRAY SCHOOL DISTRICT

Through our master planning, assessment, and community engagement process we believe that weaving our disjointed

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curriculum and staff into a single facility will serve Wray for decades to come. We have completed architectural, mechanical, plumbing, electrical, and structural assessments of our current facilities to determine long-term viability.

Taking care of our 66-year-old Buchanan Middle School, which houses grades 5-8, has remained the biggest challenge to meet basic health, safety, education, or technology needs. As the middle school decays on a dangerous site, we have decided that moving the middle school to our existing elementary and high school campus will improve health, safety, and education for our students. The elementary and high school campus is well-maintained, has a safer site layout, and capacity for expansion.

Prior to BEST, all we could do was band-aid solutions: In 2005, Wray School District passed a bond to upgrade its facilities for the next decade and those repairs are beginning to fail. One example of this was in 2013, our middle school has suffered a break in the main clay sewer line. This section was repaired by driving excavating equipment into the school hallway and a steel plate covers the opening. We can triage our middle school but cannot afford to replace its aging and unreparable plant.

BUCHANAN IS UNQUALIFIED TO BE A SCHOOL IN 2018

Beyond the gross facility deficiencies and dangerous site, Buchanan Middle School is an inadequate place for modern education. We have continually invested in the facility but that doesn't reverse low-yellowing ceilings, funky smells, and obsolete classroom spaces. While any technological luddite would be right at home in Buchanan, the space inhibits student preparation for high school, college, and the workforce.

Teacher licensing limits staff efficiency because the State of Colorado licensing breaks at 6th grade so teachers at the middle school have limited flexibility and must travel between campuses. The current teaching spaces don't line up with curriculum and aren't flexible to accommodate necessary subjects let alone exploratory learning opportunities. Our middle school students are currently missing out on technology, consumer-family studies, health, and hands-on learning spaces.

DECAYING 1952 MIDDLE SCHOOL ON AN OPEN AND DANGEROUS SITE

ADJACENT HIGHWAY AND HEAVY TRAFFIC: Student drop-off is on 7th Street which provides no separation of students from vehicle traffic and often includes ambulances racing to the regional hospital. State highway 385 borders the site, without a fence, and has heavy, high-speed tractor-trailer traffic. Loaded trucks have crashed into the neighboring structures, this area has a hill where trucks lose their brakes.

OPEN AND UNSAFE SITE: The school is located along a state highway with commercial business structures less than 20-feet from the school. The site is completely open and unsecured without visual control. Drainage issues prevent grass growth, cause concrete heaving, and create icy hazards at the front entry and emergency exits. Sidewalks are awkwardly sloped, cracking, and have steps that limit accessibility and safety.

STRUCTURAL DAMAGE: Foundation and masonry are cracking, sidewalks are pulling away from the building, and excessive deflection occurs with live loads in the gym according to PEC's structural assessment. The gym floor is warped and cracking from the 2013 sewer line break. Interior masonry walls have cracks so large that students have passed notes between classrooms.

HEALTH CONCERNS FROM MOLD AND ASBESTOS: Consistent mold mitigation is needed in the school classrooms and gym and is complicated by water lines in the block walls and a hard lid ceiling. Mold has also been found in the gym floor and walls. Re-roofing and structured maintenance have minimized much of the mold-related damage and health impacts but long-term repair options aren't feasible. Friable asbestos insulates plumbing and most of the school's flooring is 9" asbestos tiles. These asbestos tiles crack due to building movement.

AIR QUALITY AND TEMPERATURE CONCERNS: The mechanical system is outdated and the building structure limits repair and replacement options. The systems don't have CO2 monitoring or adequate fresh-air exchange. CO2 is considered high at 1,000+ ppm, our testing results show a three-day average of 2,131 ppm in the 7th/8th math room and 2,289 ppm in 5th/6th

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math room on the opposite side of the school. The majority of the three-day CO2 testing averaged over 1,200 ppm. Combined with inadequate insulation and residential grade windows, this mechanical system doesn't consistently provide indoor temperatures to support learning.

TRAVEL BETWEEN CAMPUSES: Students are bussed to the other campus for VoAg, Foreign Language classes and sports (the middle school has no athletic fields). During track season students run the mile to the high school so they can use the track for practice. This is along 7th St., a busy traffic street. Along this street there are stretches where there are no sidewalks so students have to run in the street. Teachers also travel between campuses to teach which limits flexibility and efficiency.

SOLID WALLS AND HARD LID CEILING: The building design limits improvements, repairs, technology upgrades, and renovation options for the school. This includes small restrooms that make ADA accessibility upgrades nearly impossible. The structure can't support proper mechanical units.

LOCKDOWN SYSTEM: There is no automatic lockdown system. Nearly 20 exterior doors are locked manually. Exterior doors have signs with reminders to "shut tight and check before leaving".

FIRE SAFETY: The school has no fire sprinkler system. The fire alarm system is not to code. Warping hollow-metal door frames and heaving sidewalks must be kept in check to keep exit doors functional. Many of these doors exit to stepped and uneven concrete.

ELECTRICAL MAZE: Every classroom has a web of wall-mounted conduit, cords, power strips, and floor trip covers. The hard walls and ceilings prevent straightforward upgrades for electrical and fire alarm systems.

WATER SEDIMENT AND PLUMBING FAILURES: The clay sewer line broke and flooded the school in 2013, that section was repaired but we cannot replace the entire line. Leaks cause moldy conditions in classrooms and crawl spaces. The potable water has sediment due to corroded pipes. Outdated and non-functioning drinking fountains exist throughout the school. Water lines are hard to access in the brick and block walls.

POOR INTERIOR VISIBILITY: Within the school, many areas are hard to supervise which creates concerns for intruders.

ADA ACCESSIBILITY: This school is not ADA accessible or compliant, all special needs students with mobility issues currently attend school at our other campus. Beyond non-compliance, staff must travel between campuses daily.

CODE NON-COMPLIANCE: This school does 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.

ELEMENTARY AND HIGH SCHOOL CAMPUS

Primarily constructed in 1985 with additions in 2005, this campus is in fair condition and can be renovated to safely house educational spaces. The main concerns at this campus include:

UNSECURED FRONT ENTRY: the main entrance is somewhat open rather than a single, secured entry with staff. Multiple entries

MULTIPLE BUILDINGS: The buildings aren't all connected which creates safety and accessibility concerns. Students and staff must to travel outdoors during the day. This occurs constantly during the day as elementary and high school students have to travel to and from the Kitzmiller complex for lunch, PE, music and art classes. One of our principals broke an ankle on one of the uneven sidewalks in 2016.

NOISY AND INEFFECTIVE MECHANICAL SYSTEM: The oldest portion of this school has exposed hydronic piping that is loud, which at times makes it difficult for students to even hear the teacher. Noise, extremes in temperature, and lack of fresh air

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make the classrooms uncomfortable and impede learning. Three-day CO2 testing results averages 2,859 ppm in the social studies classroom where 1,000 ppm is considered high.

UNSAFE 1985 BOILERS: We didn't have enough money in our 2005 bond to replace these boilers that are inefficient and past their useful life. We had professionals assess our mechanical systems and it is functioning but needs updating.

SITE SAFETY ISSUES: The campus lacks clear and safe drop-off loops, it's currently jumbled with staff and student parking. The parking lots are riddled with potholes and trip hazards.

JAMMING EXIT DOORS: Warping hollow-metal door frames and heaving sidewalks must be kept in check to keep exit doors functional.

FIRE SAFETY: The school has no fire sprinkler system. The fire alarm system is outdated and non-compliant.

ADA ACCESSIBILITY: The oldest portions of the school are not ADA compliant and need to be improved. The high needs special needs classes are held in the VoAg building that require outdoor travel to access other parts of the school.

INCORRECT CLASSROOM MIX: Classes are currently held in hallways and storage rooms to accommodate curriculum and we can't offer as many classes as we would like. A part time Art teacher provides instruction in an area that also serves as set storage for the drama program. Paraprofessionals providing reading and math interventions are working with students in the hallway, which is heavily used by teachers, custodial staff and students. There is no space for hands on learning experiences, especially in the area of science and technology.

Proposed Solution to Address the Deficiencies Stated Above:

K-12 CONSOLIDATION AT WRAY SCHOOL DISTRICT

Based on the deficiencies at Buchanan Middle School, it cannot be salvaged to provide 21st century education. We have completed architectural, mechanical, plumbing, electrical, and structural assessments of our current facilities and believe moving our middle school to the current elementary and high school campus, is the most responsible use of money and will set a solid foundation for Wray. We will be replacing the 55,250 SF Buchanan Middle School with a 52,400 SF addition to our existing high/elementary campus along with site safety, mechanical, ADA, exiting, and fire upgrades.

BRING STUDENTS AND STAFF TOGETHER

This plan has the correct grade-level configuration, increases opportunities for middle school students, while improving staffing efficiency and collaboration. The right-sized program will accommodate the right subjects for Wray's population and scheduling. New spaces, including hand-on learning at the school's core, will build flexibility for teaching and learning opportunities. Temperature fluctuations and acoustic concerns will be addressed with mechanical system upgrades. Our middle school students will finally have technology, consumer-family studies, health, business, and hands-on learning spaces in addition to on-site athletic fields.

HEALTHY ENVIRONMENT AND MECHANICAL UPGRADES

This solution will be CHPS Verified Leader and eliminate radon, asbestos, mold, carbon monoxide, and sewer back-ups. All classrooms will have daylight, fresh air, and improved thermal comfort. Modified mechanical systems will be quieter, improve the learning environment and increase energy efficiency. The mechanical system was evaluated by professionals and needs upgrades including new energy-efficient boilers, variable frequency drives on pumps, and direct-digital controls.

SINGLE SECURE BUILDING AND CAMPUS

Students and staff will be in one building with a controlled entry. They will also be able to stay indoors, in one building, all day. 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 and physically connecting our disjointed facilities. Active security features include electronic locks at the entry vestibule, requiring visitors to check into the office, and an emergency notification system.

Designated drop-off lanes, parking, and pedestrian access will improve site safety. Sidewalk upgrades will reduce injuries

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currently experienced on heaving sidewalks between buildings. By abandoning and demolishing the middle school, the busy state highway will no longer be a concern. A single, secured campus eliminate the need to transport students and teachers between locations.

EMERGENCY EXITING, FIRE SAFETY, AND ADA ISSUES

Clear egress and fire alarms will be incorporated in the middle school addition and existing building in accordance with state requirements. In addition, the school will comply with the American's with Disability Act to serve all of Wray's students.

How Urgent is this Project?

Our middle school students are in a 1952 building without proper egress, ADA accessibility, adequate air quality, and frequent sewer back-ups. We have extended the use of our aging school with regular maintenance and bond projects, but how long can we rely on a building constructed the year that a men's jacket was \$2.39 in the Sears catalog? There's only so many patches and repairs that can be made before it's time to invest in a new facility, or a new jacket. The patches can only take us so far, they can't bring technology or a modern learning environment for our students.

Wray school district has no possible way of funding a long-term school solution on its own. With our bonding capacity, the best we can do is triage our middle school which can never fix the unsafe highway location or unsecure building design. If the project is not funded, the school would be forced to continue to maintain our existing unsafe, inefficient, and costly facilities. Community bond money would have to be used to repair a building that is well-beyond its useful life, this does not feel like a wise use of the community's continued investment in our district. Though the district and community spend money on them, there would be no guarantee that Buchanan Middle School will last as long as the payment on the bond.

Beyond health and safety issues, our completely unsecure middle school campus doesn't support necessary functions or sports practices. Students and staff travel almost a mile between campuses for classes which limits educational offerings, is inefficient, and causes safety concerns. Once we move the middle school to our existing elementary and high school campus, there will be immediate improvement for our students. The elementary and high school campus is well-maintained, has a safer site layout, and will accommodate all students with a middle school addition and renovation.

We devote much time and expense to increasing safety and mitigating health concerns like mold and sewer problems. Shifting the money we spend on facility band-aids could be devoted to increasing educational opportunities and investing in our students. With BEST funding, we can create a single K-12 campus that will safely serve our students for decades 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:

This project is a 5th-8th grade addition to an existing Elementary/High school creating a consolidated PK-12th grade school building to house the entire Wray 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 – The new addition will comply with all guidelines of section 4.1: Health and safety issues. The existing building was reviewed for condition and key improvements are part of this project

Specifically:

4.1.1. Sound building structures: The new building will be constructed according to IBC requirements. The existing building was reviewed by a structural engineer who provided a structural assessment report. No issues were identified.

4.1.2 Classroom Acoustics: New classrooms will be designed according to ANSI/ASA standards. Existing classrooms will be upgraded to improve acoustics

4.1.3 Roofs: The new addition has been budgeted as a low slope roof and will use an appropriate membrane roofing. The existing building has adequate roofing, the only area in question is pending an insurance claim for hail damage and does not need to be part of this project.

4.1.4 Electrical and distribution systems: The new addition will meet current codes and standards. The existing buildings have been reviewed by mechanical and electrical professionals and upgrades to the mechanical systems and distribution are included as part of this scope.

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

BEST FY2018-19 GRANT APPLICATION SUMMARIES

existing building will receive lighting upgrades throughout as part of this project.

4.1.6 Mechanical Systems: The new addition will meet current codes and standards. The existing buildings have been reviewed by mechanical professionals and upgrades to the mechanical systems are included as part of this scope.

4.1.7 Plumbing Systems: The new addition will meet current codes and standards. The existing building includes upgrades to specific restroom facilities.

4.1.8 Fire Protection Systems: The new addition will be equipped throughout with a fire notification and fire suppression system. The existing buildings do not have a fire sprinkler, but meet code requirements, and will receive upgraded fire alarm system.

4.1.9 Means of Egress: The addition and existing buildings will meet emergency exit requirements.

4.1.10 Facilities with safely managed hazardous materials: Science storage rooms and custodial rooms with chemicals are in separate, ventilated spaces.

4.1.11 Security: The new addition includes a new main entry for the school and will incorporate video surveillance, controlled access, emergency notification. The existing buildings have video surveillance and controlled access. Emergency notification improvements are part of the scope of this project. Improvements to the school sites will improve sites security.

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: Additions and improvements to the existing food service storage, service, and kitchen areas will meet CDPH requirements.

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

4.1.15 Site Safety: The new 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 district consolidation would allow all students to be on one school property, rather than having to travel down public streets to get to shared school functions during the day. The new school site would allow students to access the middle school play fields 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 – The new addition will allow for complete compliance with all guidelines of section 4.2, Technology. The existing facility has been recently upgraded with adequate technology infrastructure to meet the educational needs.

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 overall campus fits the description of the Traditional (K-12) education model in section 4.3.1 of the Public School Facility Construction Guidelines. The addition is for grades 5-8.

4.3.1.1 – Minimum occupancy requirements: The entire consolidated PK-12 facility will house 724 students. The addition is designed to serve 222 students. By utilizing the existing facilities for elementary and high school, the total square footage appears higher than median gross square footages provide by CDE construction guidelines. Interpolating the Median GSF per pupil chart of a standard K-12 school, the minimum total square footage is recommended to be 109,529 square feet. The total campus after the addition will total 171,260. This project will reduce the total current square footage of the district by 4000 square feet. Wray is a rural school district and the square foot needed per student is higher than urban schools. Being the only community facility in the area, the district provides Auditorium space, gym space, special needs classrooms, and Vo/Ag space for all students in the area. The school district also provides two classrooms for preschool/Headstart. This addition will also house the district offices.

The cafeteria is smaller than Assembly Square Foot Values by taking advantage of open hallway areas for flexible configurations rather than separated cafeteria space.

The Auditorium is existing and sized for the school population.

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The school typically has class sizes of 16 to 24 students. Classrooms are sized for 24 students using the recommended SF/pupil (32 SF/pupil primary, 30 SF/pupil secondary, 28 SF/pupil middle and high school) and are larger than the minimum classroom size of 675 SF. Existing classrooms vary in size, averaging 800 SF. Planned classrooms are 800 SF.

In addition to standard classrooms, and following the minimum recommendations, the addition includes (2) science rooms, (1) music rooms, (1) art rooms, a STEM/tech lab, special education rooms, gymnasium, and media center.

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 addition will meet the Performance Certification Program (HPCP) policy adopted by the Office of the State Architect.

4.5 – Historic Significance: The existing buildings do not have historical significance according to the Colorado Historic Society and are described in the district master plan.

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 meets the CDE Public School Facility Construction Guidelines 1 CCR 303(1) with the following exceptions:

The education program causes the total building square footage to be higher than a median K-12, due to requirements for providing adequate education opportunities in a rural area.

Inclusion of preschool and district offices causes the total square footage to appear larger than the median K-12.

The inclusion of district-wide facilities such as competition gymnasiums, career/VoAg shop, and auditorium causes the total building square footage to be higher than a median K-12.

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

On average, we have invested \$230,000 annually and pay 11 staff members to clean, maintain, and manage our facilities. With a rejuvenated campus, we anticipate maintenance savings and will build our capital renewal budget. We intend to deposit \$100,000 annually into our capital renewal budget.

Based on the scope of our grant project and existing building renovation, our next major capital expenditure will be a roof replacement. The roof was replaced in 2006 with a 30-year lifespan and is due to be replaced in 2036 and we will have \$1.8 M available at that time and we expect the roof replacement to cost \$950,000. At that time, our accrued funds can be more than sufficient for upgrades to finishes in the building, repair or replacement of failing equipment, and any exterior repairs to the building or site elements.

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 schools were all built for the sole purpose of being schools in 1952 and 1985.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

The district has completed periodic renovations over the years. No capital projects within the last three years.

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

BEST is the only way the Wray School District can complete a project of this size. With our bonding capacity, we are limited to smaller projects.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

Districtwide, we spent \$200,000 last year in 2016-17. Our October 1 FTE count is 674 and the district intends to allocate

BEST FY2018-19 GRANT APPLICATION SUMMARIES

\$297/FTE. This budget was spent on regular school maintenance.

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Wray School District spent \$192,245 on gas and electric last year, we anticipate savings of approximately 30% district wide. This savings is based on replacing our most inefficient building and upgrading to more efficient mechanical and lighting systems at the elementary/high school campus.

Current Grant Request:	\$18,974,060.46	CDE Minimum Match %:	45
Current Applicant Match:	\$15,524,231.29	Actual Match % Provided:	45
Current Project Request:	\$34,498,291.75	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	Yes
Previous Matches:	\$0.00	Source of Match:	Bond Election
Future Grant Requests:	\$0.00	Escalation %:	8
Total of All Phases:	\$34,498,291.75	Construction Contingency %:	5
Affected Sq Ft:	150,800	Owner Contingency %:	4.8
Affected Pupils:	722	Historical Register?	No
Cost Per Sq Ft:	\$228.75	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$31.80	Does this Qualify for HPCP?	Yes
Hard Costs Per Sq Ft:	\$196.95	Is a Master Plan Complete?	Yes
Cost Per Pupil:	\$47,781.57	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	267	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	654	Bonded Debt Approved:	
Assessed Valuation:	\$93,262,540	Year(s) Bond Approved:	
PPAV:	\$142,494	Bonded Debt Failed:	
Unreserved Gen Fund 16-17:	\$2,404,528	Year(s) Bond Failed:	
Median Household Income:	\$44,828	Outstanding Bonded Debt:	\$4,045,000
Free Reduced Lunch %:	57.5%	Total Bond Capacity:	\$18,652,508
Existing Bond Mill Levy:	5.984	Bond Capacity Remaining:	\$14,607,508
3yr Avg OMFAC/Pupil:	\$1,165.78		

● Facilities Impacted by this Grant Application ●

YUMA 1 - MS HVAC and Boiler Replacement - Morris ES/Yuma MS/Little Indians Preschool - 1954

District:	Auditor - Yuma 1
School Name:	Morris ES/Yuma MS/Little Indians Preschool
Gross Area (SF):	124,910
Number of Buildings:	2
Replacement Value:	\$29,102,945
Condition Budget:	\$7,562,711
Total FCI:	0.26
Adequacy Index:	0.11



Summary

Condition Budget Summary

System Group	Replacement Cost	Requirement Cost	SCI
Electrical System	\$5,096,813	\$318,477	0.06
Equipment and Furnishings	\$431,214	\$176,124	0.41
Exterior Enclosure	\$4,491,524	\$0	0.00
Fire Protection	\$499,525	\$575,016	1.15
Furnishings	\$604,349	\$0	0.00
HVAC System	\$4,825,090	\$4,161,759	0.86
Interior Construction and Conveyance	\$4,376,661	\$2,108,633	0.48
Plumbing System	\$1,763,146	\$439,872	0.25
Site	\$3,074,823	\$682,631	0.22
Structure	\$3,939,800	\$0	0.00
Overall - Total	\$29,102,945	\$8,462,512	0.29

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Applicant Name: YUMA 1

County: YUMA

Project Title: MS HVAC and Boiler 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 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 checked="" type="checkbox"/> Boiler Replacement | <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> Land Purchase |
| <input type="checkbox"/> Addition | <input checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Security | <input type="checkbox"/> ADA | <input type="checkbox"/> Window Replacement | <input type="checkbox"/> Other |

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 800 students Preschool through 12th Grade. Morris Elementary provides a complete elementary program for approximately 287 students and 30 staff members Kindergarten through 4th Grade. Yuma Middle School provides a complete middle school education and extra curricular program for approximately 260 students and 30 staff members grades 5th through 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 community supported bond. In 2005, an elementary addition was added connected to the 1954 structure, but is run as a separate school. This project was also completed through the passage of a bond. The bond provided for some minimal system upgrades throughout the existing 1954 and 1992 structures.

Yuma School District-1 has a wonderful history of community support and tradition. We are proud of the full educational and extra-curricular opportunities we provide for our students. Thank you for your consideration of this application.

Deficiencies Associated with this Project:

Modern schools must provide cooling and heat for comfort of students and staff and to create optimal learning. Our current system does not provide for that reasonable comfort and has become not only inefficient but unsafe. This existing system originated in the 1960's and is outdated, inefficient and not functioning properly, causing inconsistency in heating and cooling. This deficiency has resulted in multiple days of space heater use and a significant safety issue when a fan coil ruptured in the cafeteria, sending hot steam 15 feet into the air while simultaneously creating a back fill of steam in the basement under the cafeteria, resulting in fire alarms and evacuation of the building. The system cannot be repaired as it is outdated, parts are not available for repairs and must be replaced. By replacing the steam system with a high efficiency condensing boiler, we will be providing a safe and comfortable environment and estimate efficiency of 93% or greater, versus an estimated 70% efficiency now-when the system is functioning (which is not consistently). In addition to the steam system, most of the fan coils are not working so there is no air transfer which becomes a health concern.

Proposed Solution to Address the Deficiencies Stated Above:

YSD-1 has been reviewing and monitoring our HVAC systems for the past several years. Beginning in January 2015, the district began working with Rasmussen Mechanical Services to evaluate current systems as a whole and develop a plan to address the needs. During the summer of 2017, new system controls were installed. During the December of 2017, new boilers were placed in the new middle school wing (as those systems failed and had to be replaced immediately), in February 2018, a boiler had to be replaced in the High School Gymnasium, as that system failed and could not wait to be replaced. General maintenance and cleaning have been completed during this past year to identify needs for improvements or replacements. The identified solution is to replace the current steam system with a 4 pipe system (replacing the entire pipe system) including installation of a high efficiency condensing boiler, efficient chiller systems to cool the classrooms and replacing the fan coil systems in 16 classrooms.

The system is failing. We will need to replace the control systems as soon as possible. If this grant is not awarded, YSD-1 will have to fully self-fund the project, as work must begin this summer to ensure access to healthy HVAC systems for our students

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and staff.

The recommended Lochinvar Boiler and Carrier Chillers have a life expectancy of 20 years, with the piping replacements life span of 30-40 years depending on maintenance plans.

How Urgent is this Project?

The system is 64 years old and is failing. We must address this dangerous situation immediately. If this grant is not awarded, YSD-1 will have to fully self fund the project, as work must begin this summer to ensure access to healthy HVAC systems for our students and staff. We had planned on including in this grant the needed boiler equipment replacements in the 1992 wing as well as the High School Gymnasium. Unfortunately in the past few months those systems completely failed and could not wait to be replaced. These equipment replacement costs have totaled approximately \$150,000 in expenses this year so far.

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. We have implemented training on the updated Honeywell Control system (which was installed summer of 2017) and have also begun training on the Lochinvar systems that have been added this year (prior to the remainder of this project). We should not need significant funding to maintain the effectiveness of the control system and boilers over its useful life. Periodically, Lochinvar trainings to keep the system up to date and functioning properly.

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 Elementary and Middle school are attached buildings. Morris Elementary School was constructed in 2005 as a new build. Yuma Middle School was constructed in 1954 with an addition built in 1992. YSD-1 has emphasized general maintenance over the years to extend the life of our systems and buildings.

Describe the history of capital improvements made to the facility by the district/charter school in order to make it suitable for their students. Include a list of all capital projects undertaken in the affected facility in the last 3 years:

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 added that included new classrooms and gymnasium space. In 2005, a 49,200 gross square foot structure 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 site. During the summer of 2017, an HVAC control system upgrade was completed. In December of 2017, a boiler replacement occurred in the 1992 addition.

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

YSD-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 developments, 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 questions 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.

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 and 16-17 was \$697,832 During the 17-18 school year, smaller HVAC systems have failed. We have met those needs out of our capital plans at a cost of \$13,000 for the Boiler replacement in the High School Gymnasium, \$140,000 for boiler replacement in the newer wing of the Middle School and replaced a \$3000 bladder in the Elementary System. Our

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costs this year on addressing safety and heat issues district wide have totaled approximately \$156,000, which does not address the much larger project that must be completed summer of 2018.

How do you budget annually to address capital outlay needs in your district/charter? Include \$/FTE for the prior fiscal year:

YSD-1 has budgeted 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 district wide budget for capital outlay over the past few years have been: 13-14 \$364,000; 14-15-\$281,468; 15-16-\$180,969, 16-17 \$697,832 and currently 17-18 \$907,082 (due to the various boiler projects and needs)

If relevant to your project, what are your current annualized utility costs, and what amount of reduction in such costs do you expect to result from this project?

Annual impacted utility costs for the building from 1/1/17-2/12/18

City of Yuma \$46,111.18
 Black Hills Energy \$33,857.53
 stem

Specific Boiler Comparisons: Assuming current cost per Therm at \$0.93 with use at a rate of 8 hours per day for 210 days per year (total hours of use 1680)

Lochinvar Thermal Efficiency 92%; BTU's per hour 1,655,280 =Yearly Operating Cost for the Lochinvar System= \$28,111.
 Current System: Thermal Efficiency: 79%, BUT's per Hour 2,000,000, - Yearly Operating Cost for Current System =\$39,554.
 Yearly Fuel Savings of -\$11,443

*Heating systems operate approximately 1760 hours per year, consider climate where necessary.

Current Grant Request:	\$304,770.95	CDE Minimum Match %:	45
Current Applicant Match:	\$249,358.05	Actual Match % Provided:	45
Current Project Request:	\$554,129.00	Is a Waiver Letter Required?	No
Previous Grant Awards:	\$0.00	Contingent on a 2018 Bond?	No
Previous Matches:	\$0.00	Source of Match:	General Fund
Future Grant Requests:	\$0.00	Escalation %:	0
Total of All Phases:	\$554,129.00	Construction Contingency %:	0
Affected Sq Ft:	25,506	Owner Contingency %:	0
Affected Pupils:	242	Historical Register?	No
Cost Per Sq Ft:	\$21.73	Adverse Historical Effect?	No
Soft Costs Per Sq Ft:	\$0.78	Does this Qualify for HPCP?	No
Hard Costs Per Sq Ft:	\$20.94	Is a Master Plan Complete?	No
Cost Per Pupil:	\$2,289.79	Who owns the Facility?	District
Gross Sq Ft Per Pupil:	289	If owned by a third party, explanation of ownership:	

Financial Data (School District Applicants)

District FTE Count:	750	Bonded Debt Approved:	
Assessed Valuation:	\$108,214,860	Year(s) Bond Approved:	
PPAV:	\$144,286	Bonded Debt Failed:	\$17,000,000

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Unreserved Gen Fund 16-17:	\$6,534,691	Year(s) Bond Failed:	16
Median Household Income:	\$39,205	Outstanding Bonded Debt:	\$4,770,000
Free Reduced Lunch %:	63.4%	Total Bond Capacity:	\$21,642,972
Existing Bond Mill Levy:	6.402	Bond Capacity Remaining:	\$16,872,972
3yr Avg OMFAC/Pupil:	\$1,575.60		



DIVISION OF CAPITAL CONSTRUCTION

MAY 2018