
**SUMMARY OF FY2010-11 BUILDING
EXCELLENT SCHOOLS TODAY (BEST)
GRANT APPLICATIONS
RECEIVED ON APRIL 9, 2010**



DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION
ASSISTANCE

JUNE 2010



SUMMARY OF BUILDING EXCELLENT SCHOOLS TODAY (BEST) GRANT APPLICATIONS

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**PUBLIC SCHOOL CAPITAL CONSTRUCTION ASSISTANCE PROGRAM
BUILDING EXCELLENT SCHOOLS TODAY (BEST)**

Public School Capital Construction Assistance Board Members

Pete Jefferson	Dave Van Sant
Mike Maloney – Secretary	Tim White
Greg Randall	Mary Wickersham – Chair
Norwood Robb – Vice Chair	Adele Willson
Tom Stone	

Division Staff

Vody Herrmann, School Finance Assistant Commissioner	
Ted Hughes, Director of Public School Capital Construction Assistance	
Emma Grogan	Kevin Huber
Dustin Guerin	Kristin Lortie
Cheryl Honigsberg	Scott Newell

BEST Grant Application Timeline for Grant Approval

- June 28-30, 2010
 - Assistance Board to review applications to make recommendations to State Board for grant approval;
- Aug 12, 2010
 - State Board meeting to review Assistance Board recommendation and approve grants;
- August 12, 2010
 - Award Cash Grants;
- Dec 31, 2010* (*approximant date)
 - Secure financing for BEST Lease-Purchase Grants.

INTRODUCTION

In 2008 the General Assembly enacted and the Governor signed HB08-1335 which establishes 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 with capital improvements in facilities.

The Bill:

- Creates the Division of Public School Capital Construction Assistance (Division) at CDE to administer the program;
- Establishes the Assistance Board to oversee the program;
- Creates the Assistance Fund to fund BEST projects;
- Requires the establishment of Public School Facility Construction Guidelines (Guidelines);
- Requires a statewide facility assessment;
- Provides funding from the Assistance Fund for capital construction projects addressing health/safety, overcrowding, technology, and other;
- Provides technical assistance to schools.

The funding for the Assistance Fund (BEST Funds) consists of:

- State School Lands revenue from rental income, land surface leases, timber sales, and mineral leases;
- Colorado Lottery spillover;
- Matching monies to grants.

On April 9, 2010 the Division received 102 grant applications for BEST Funds. The applications request \$467.4 million and provide \$158.9 million in matching funds. The Assistance Board is responsible submitting a prioritized list of recommendations to the State Board for final approval and award. This book summarizes the applications and provides some data to assist with evaluating the applications. The Guidelines established in rule by the Assistance Board are in this book and are to be used when reviewing applications.

Staff has read each application thoroughly and if necessary obtained clarification information from the applicants.

Section 5.2 of the BEST rules require the Assistance Board, taking into consideration the Statewide Assessment, to prioritize and determine the type and amount of the grant or matching grant for 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. 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;
- 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;
- Projects that are designed to incorporate technology into the educational environment.
- All other projects.

In addition to reviewing the applications staff has assigned a ranking to each project.

In two of the application summaries that follow, titled *BEST Cash Grants Sorted by Project Rank* and *BEST Lease-Purchase Grants Sorted by Rank*. The applications are sorted in the order of ranking (highest ranked to lowest ranked). When reviewing applications they will be discussed that order.

In general the review process for each application will be as follows:

- If requested, Division staff may provide a brief factual summary of what is known about the application project, district, and existing conditions. For example:
 - The costs and scope are or aren't appropriate;
 - The amount of planning is or isn't adequate;
 - The existing conditions are or aren't as presented in the application;
 - Reasons for needing additional funding;
 - Supplemental information gathered after the summary book is published.
- Additionally staff may provide additional information about:
 - The proposed project's compliance with the Guidelines;
 - If a waiver letter is submitted for partial or full waiver of the minimum match, the adequacy of the letter;
 - The applicant's willingness to maintain the project, including establishing a Capital Renewal Fund;
 - If the project is for renovation of a recently purchased facility, the condition of the facility at the time of purchase;
 - Where the matching funds are coming from, particularly if they are coming from future bond efforts;
 - Any efforts to coordinate with local governments, agencies, or districts;
 - Financial status of applicant;

- Cost per pupil;
- Project life cycle;
- The application's conformance with the State Architect's High Performance Certification Program as established in SB07-051.
- Discussion by the Assistance Board including questions for staff.
- The Assistance Board may or may not recommend a project to the State Board for approval. If funding is recommended the application will be put on a prioritized list of projects to be submitted to the State Board for final approval and award.
- If the Assistance Board recommends an application for partial funding or no funding then a reason must be agreed upon by the Assistance Board and will be provided to the applicant in writing.
- The Assistance Board may discuss and change the ranking of an application.

The Assistance Board review will result in a prioritized list of projects to submit to the State Board for final approval. The prioritized list shall include the Assistance Board'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 Assistance Board may recommend that any specific project only receive financial assistance if another higher priority project or group of projects becomes ineligible for financial assistance due to the inability of an applicant to raise required matching moneys by a deadline prescribed by Assistance Board. The State Board may approve, disapprove, or modify the provision of financial assistance for any project recommended by the Assistance Board if the State Board concludes that the Assistance Board misapplied the prioritization criteria in the statute. If the State Board concludes that the Assistance Board misapplied the prioritization criteria in the statute, then the State Board shall specifically explain in writing its reasons for finding that the Assistance Board misapplied the prioritization criteria.

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

For questions contact Ted Hughes, 303 866-6948, hughes_t@cde.state.co.us

Attachments:

BEST Rules

Public School Facility Construction Guidelines

Project Scoring Sheet for BEST Cash Grants

Project Scoring Sheet for BEST Lease-Purchase Grants

Map of participating districts in this cycle

COLORADO DEPARTMENT OF EDUCATION

DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION ASSISTANCE

1 CCR 303-3

BUILDING EXCELLENT SCHOOLS TODAY GRANT PROGRAM FY 2008-09

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 all Building Excellent Schools Today (BEST) Public School Capital Construction Assistance Program pursuant to § 22-43.7-101 C.R.S.

1. Definitions

- 1.1. "Accounting District" means the School District within whose geographical boundaries an Institute Charter School is located.
- 1.2. "Applicant" means an entity that submits an Application for Financial Assistance to the Board, including:
 - 1.2.1. A School District;
 - 1.2.2. A District Charter School;
 - 1.2.3. An Institute Charter School;
 - 1.2.4. A Board of Cooperative Educational Services (BOCES);
 - 1.2.5. The Colorado School for the Deaf and Blind.
- 1.3. "Application" means the Application for Financial Assistance submitted by an Applicant.
- 1.4. "Assistance Fund" means the public school capital construction assistance fund created in § 22-43.7-104(1) C.R.S.
- 1.5. "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 § 22-30.5-503(1)(a) C.R.S.
- 1.6. "BEST Lease-purchase Funding" means funding from a sublease-purchase agreement entered into between the state and an entity as described in 2.1 pursuant to § 22-43.7-110(2) C.R.S.
- 1.7. "BEST Cash Grant" means cash funding as a matching grant.
- 1.8. "BEST Emergency Grant" means a request for Financial Assistance in connection with a Public School Facility Emergency.

- 1.9. "Board" means the Public School Capital Construction Assistance Board Created in § 22-43.7-106 (1) C.R.S.
- 1.10. "Board of Cooperative Educational Services or BOCES" means a Board of Cooperative Services created and existing pursuant to § 22-5-104 C.R.S. that is eligible to receive State moneys pursuant to § 22-5-114 C.R.S.
- 1.11. "Capital Construction" means, pursuant to § 24-75-301 (1) C.R.S.:
- 1.11.1. Purchase of land, regardless of the value thereof;
 - 1.11.2. Purchase, construction, or demolition of buildings or other physical facilities, including utilities and state highways or remodeling or renovation of existing buildings or other physical facilities, including utilities and state highways to make physical changes necessitated by changes in the program, to meet standards required by applicable codes, to correct other conditions hazardous to the health and safety of persons which are not covered by codes, to effect conservation of energy resources, to effect cost savings for staffing, operations, or maintenance of the facility, or to improve appearance;
 - 1.11.3. Site improvement or development;
 - 1.11.4. Purchase and installation of the fixed and movable equipment necessary for the operation of new, remodeled, or renovated buildings and other physical facilities and for the conduct of programs initially housed therein upon completion of the new construction, remodeling, or renovation;
 - 1.11.5. Purchase of the services of architects, engineers, and other consultants to prepare plans, program documents, life-cycle cost studies, energy analyses, and other studies associated with any Capital Construction project and to supervise construction or execution of such Capital Construction projects;
 - 1.11.6. Any item of instructional or scientific equipment if the cost will exceed fifty thousand dollars.
- 1.12. "Capital Renewal Reserve" means moneys set aside by an Applicant that has received an award for a project for the specific purpose of replacing major Public School Facility systems with projected life cycles such as, but not limited to, roofs, interior finishes, electrical systems and heating, ventilating, and air conditioning systems.
- 1.13. "Charter School" means a Charter School as described in section § 22-54-124 (1)(f.6)(I)(A) or (1)(f.6)(I)(B) C.R.S., that has been chartered for at least five years on the date its Authorizer forwards an Application for Financial Assistance to the Board on the Charter School's behalf pursuant to § 22-43.7-103(7) C.R.S.
- 1.14. "Division" means the Division of Public School Capital Construction Assistance created in § 22-43.7-105 C.R.S.
- 1.15. "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 § 22-43.7-101 C.R.S.
- 1.16. "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.

- 1.17. "Institute Charter School" means a Charter School chartered by the Colorado State Charter School Institute pursuant to § 22-30.5-507 C.R.S.
- 1.18. "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.
- 1.19. "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 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 section § 22-30.7-102(4), 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 Services, a Charter School, Institute Charter School, or the Colorado School for the Deaf and Blind for educational purposes.
- 1.20. "Public School Facility Construction Guidelines" means Public School Facility Construction Guidelines as established in § 22-43.7-107 C.R.S.
- 1.21. "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.
- 1.22. "Project" means the Capital Construction Project for which Financial Assistance is being requested.
- 1.23. "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.
- 1.24. "State Board" means the State Board of Education created and existing pursuant to section 1 of article IX of the State Constitution.
- 1.25. "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 their 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 may provide Financial Assistance to a Charter School that first occupies a Public School Facility on or after May 22, 2008 only if the Public School Facility occupied by the Charter School complied with all Public School Facilities Construction Guidelines addressing health and safety issues when the Charter School first occupied the facility.
- 2.4. For a BEST Emergency Grant, the Applicant must 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 BEST Grant 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. Board members, and their firms, are not permitted to 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 competition.

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

- 3.1.3.1. If a Board member's firm has no prior contact regarding the project included in an Applicant's grant request, the Board member can appropriately vote on the Application;

- 3.1.3.2. No Board members shall participate in the Board's evaluation process, including voting, for any Application when the Board member's firm has had prior contact with the applicant regarding the project or Application;

3.1.4. In cases where a Board member or a Board member's firm has not consulted with an Applicant prior to the evaluation and voting process, and a Board member votes on an Application, if the application is approved by the State Board the Board member or Board member's firm may respond to a competitive RFP, RFQ or work on a BEST grant funded project, but must exercise caution to avoid conflicts of interest and/or appearance of impropriety, and he or she should inform the Board and Division staff of the situation:

3.1.5. Statewide Assessments

3.1.5.1. The above items apply to the RFP process. Because of the Board's participation in the RFP process, Board members or their firms shall not bid on the assessment.

3.1.6. At all times Board members must exercise judgment and caution to avoid conflicts of interest and/or appearance of impropriety, and should inform the Board and Division staff of any questionable situation that may arise.

Matching Requirement

3.2. 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 financing for the Project determined by the Board after consideration of the Applicant's financial capacity, based on the following factors:

3.2.1. With respect to a School District's Application for Financial Assistance:

3.2.1.1. The School District's assessed value per pupil relative to the state average;

3.2.1.2. The School District's median household income relative to the state average;

3.2.1.3. The School District's bond redemption fund mill levy relative to the statewide average;

3.2.1.4. The percentage of pupils enrolled in the School District who are eligible for free or reduced-cost lunch; and

3.2.1.5. 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 section § 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;

3.2.1.6. 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 C.R.S., and the total amount of outstanding bonded indebtedness already incurred by the School District.

3.2.2. With respect to a Board of Cooperative Services' Application for Financial Assistance:

3.2.2.1. The average assessed value per pupil of all members of the Board of Cooperative Services participating in the Project relative to the state average;

3.2.2.2. The average median household income of all members of the Board of Cooperative Services participating in the Project relative to the state average;

3.2.2.3. The average bond redemption fund mill levy of all members of the Board of Cooperative Services participating in the Project relative to the statewide average;

- 3.2.2.4. The percentage of pupils enrolled in the member schools within the Board of Cooperative Services that are participating in the Project who are eligible for free or reduced-cost lunch; and
 - 3.2.2.5. The amount of effort put forth by the members of the Board of Cooperative 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 section § 22-32-127 C.R.S., during the ten years preceding the year in which the Board of Cooperative Services submitted the Application, which factor may be used only to reduce the percentage of Matching Moneys required from a Board of Cooperative 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 Services.
- 3.2.3. With respect to a Charter School's Application for Financial Assistance:
- 3.2.3.1. The amount of per pupil operating revenue that the Charter School has budgeted to expend in order to meet its facilities obligations during the fiscal year for which an Application is made relative to other Charter Schools in the state, measured both in terms of total dollars and as a percentage of the Charter School's total per pupil operating revenue;
 - 3.2.3.2. The per pupil revenue received by the Charter School from the state that is required by law to be credited to a Capital Construction reserve;
 - 3.2.3.3. The per pupil revenue received by the Charter School from the state education fund for Capital Construction pursuant to section § 22-30.5-112.3 C.R.S.;
 - 3.2.3.4. The percentage of children enrolled in the Charter School who are eligible for the federal free and reduced lunch program; and
 - 3.2.3.5. The amount of effort put forth by the Charter School during the ten years preceding the year in which the Charter School submitted the Application to meet its facilities needs by accessing vacant School District facilities or obtaining funding for Capital Construction by having the Colorado educational and cultural facilities authority created and existing pursuant to section § 23- 15-104(1)(a), C.R.S., issue bonds on its behalf, seeking voter approval of a ballot question for bonded indebtedness or for a special mill levy authorized by section § 22-30.5-405 C.R.S., or seeking inclusion of its Capital Construction needs in a School District's ballot question seeking voter approval for bonded indebtedness, which factor may be used only to reduce the percentage of Matching Moneys required from a Charter School that has put forth such effort and not to increase the amount of Matching Moneys required from any Charter School.

3.3. Waiver or reduction of Matching Contribution

- 3.3.1. An Applicant may apply to the Board for a waiver or reduction of the Matching Moneys requirement. The Board may grant a waiver or reduction if it determines:
 - 3.3.1.1. That the waiver or reduction would significantly enhance educational opportunity and quality within a School District, Board of Cooperative Services, or Applicant school,

- 3.3.1.2. That the cost of complying with the Matching Moneys requirement would significantly limit educational opportunities within a School District, Board of Cooperative Services, or Applicant school, or
- 3.3.1.3. That extenuating circumstances deemed significant by the Board make a waiver appropriate.
- 3.3.2. If a request for waiver for part or all of the matching contribution is submitted, it shall discuss the following items and include additional issues or impacts that are inhibiting the Applicant's ability to make the financial commitment of a matching contribution to the project:
 - 3.3.2.1. The general fund and capital reserve fund balance and an explanation of why they are at that level (do not include TABOR Reserves);
 - 3.3.2.2. Commitments to the capital reserve fund, showing why the capital reserve fund can not be used to fund the matching contribution;
 - 3.3.2.3. Bond history including an explanation of factors contributing to the decision to pursue or not pursue a bond issue, and factors contributing to past bond issue failures and successes;
 - 3.3.2.4. Changes in insurance costs;
 - 3.3.2.5. Changes in salaries;
 - 3.3.2.6. Other increased expenses;
 - 3.3.2.7. Changes in enrollment;
 - 3.3.2.8. Changes in revenues;
 - 3.3.2.9. Additional projects undertaken or additional projects which are budgeted or are being saved for;
 - 3.3.2.10. Upgrades to technology, textbooks, facilities or other upgrades being contemplated or undertaken beyond the submitted projects;
 - 3.3.2.11. Recent unexpected maintenance to facilities or equipment;
 - 3.3.2.12. Planned maintenance or equipment replacement;
 - 3.3.2.13. Busses and other capital purchases;
 - 3.3.2.14. Additional circumstances that make it financially impractical or impossible to provide the matching contribution.

4. Applications

4.1. Deadline for submission

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

- 4.1.2. An Application will not be accepted unless it is received in the Board office by 4:30 pm 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;
 - 4.1.3. For the fiscal year ending June 30, 2009, an Application shall be filed no later than on or before a date determined by the Board;
 - 4.1.4. 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.
 - 4.2. 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 is not limited to, the following (with supporting documentation):
 - 4.2.1. A description of the scope and nature of the Project;
 - 4.2.2. 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;
 - 4.2.3. 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;
 - 4.2.4. 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 maintain 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;
 - 4.2.5. 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;
 - 4.2.6. A statement regarding the means by which the Applicant intends to provide Matching Moneys required for the projects, including but not limited to voter-approved multiple-fiscal year debt or other financial obligations, gifts, grants, donations, or any other means of financing permitted by law, or the intent of the Applicant to seek a waiver of the Matching Moneys requirement. If an Applicant that is a School District or a Board of Cooperative Educational Services with a participating School District intends to raise Matching Moneys by obtaining voter approval to enter into a sublease-purchase agreement that constitutes an indebtedness of the district as pursuant to § 22-32-127 C.R.S., it shall indicate whether it has received the required voter approval or, if the election has not already been held, the anticipated date of the election;
 - 4.2.7. 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;

4.2.8. A copy of any existing Master Plan or facility assessment relating to the facility(ies) for which Financial Assistance is sought;

4.2.9. A signed declaration acknowledging the assurances and certifications; and

4.2.10. Any other information that the Board may require for the evaluation of the project;

4.2.11. An Application from a School District must include signatures of the Superintendent and a Board Officer;

4.2.12. An Application from a Charter School must include signatures of the District Superintendent, School Board Officer, and the Charter School Director;

4.2.13. An Application from an Institute Charter School must include signatures of the Charter Schools Institute Director and the Institute Charter School Director;

4.2.14. An Application from a Board of Cooperative Educational Services must include signatures of the BOCES Director and a BOCES Board Officer;

4.2.15. An Application from the Colorado School for the Deaf and Blind must include signatures of the Colorado School for the Deaf and Blind Director and a Colorado School for the Deaf and Blind Board Officer.

4.3. BEST Lease-purchase Funding

4.3.1. In addition to the information required in Section 4.2 above, the Applicant shall agree to provide any necessary documentation related to securing the lease-purchase agreement.

4.4. BEST Emergency Grants

4.4.1.1. Applicant should contact the Division by phone, fax, or email. Appropriate follow up documentation will be determined based on type and severity of emergency.

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

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

5. Application Review

5.1. Time for Review

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

5.1.2. The Board will submit the prioritized list of Projects to the State Board for which the Board is recommending Financial Assistance within 75 days of the Application deadline;

5.1.3. The Board may, in its discretion, extend these deadlines;

5.1.4. 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 recommended conditions that the Applicant must meet to receive the assistance.

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

5.2.1. For FY2008-09 only, priority consideration will be given to the following:

5.2.1.1.1. Previous Applicants that received awards in the previous program and that require supplemental funding;

5.2.1.1.2. New BEST project sublease-purchase agreements for projects that have matching funds not contingent on future elections and for which the Division has worked with the Applicant on project planning prior to submission of the Application.

5.2.2. Projects that will address safety hazards or health concerns at existing Public School Facilities, including concerns relating to Public School Facility security;

5.2.2.1. 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.

5.2.3. 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.

5.2.4. Projects that are designed to incorporate technology into the educational environment; and

5.2.5. All other projects.

5.2.6. The following additional considerations may be used to review Applications:

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

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

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

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

5.2.6.5. The project life cycle.

5.3. For Fiscal Year 08-09 Only

5.3.1. In addition to the factors considered in section 5.2 above, the Board shall consider:

- 5.3.1.1. So much of the Statewide Assessment as has been completed.
- 5.4. Additional actions the Board can take when reviewing an Application:
 - 5.4.1. The Board may modify the amount of Financial Assistance requested or modify the amount of matching contribution required by the Applicant as necessary;
 - 5.4.2. The Board may recommend funding a project in its entirety or recommend a partial award to the project;
 - 5.4.2.1. If a project is partially funded a written explanation will be provided.
- 5.5. The Board shall submit to the State Board the prioritized list of Capital Construction projects. The prioritized list shall include:
 - 5.5.1. 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.
- 5.6. In considering the amount of each recommended award of Financial Assistance, the Board shall seek to be as equitable as practicable by considering the total financial capacity of each Applicant.

6. BEST Lease-purchase Funding

- 6.1. 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 Purchasing Funding for Projects for which the State Board has authorized provision of Financial Assistance.
- 6.2. 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:
 - 6.2.1. 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;
 - 6.2.2. 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;
 - 6.2.3. 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.

7. Payment and Oversight

- 7.1. Payment.
 - 7.1.1. All Financial Assistance awarded is expressly conditioned on the availability of funds.

- 7.1.2. Payment of Financial Assistance will be on a draw basis. As a Grantee expends funds on an awarded grant project, the grantee may submit a request for funds to the Division on a fund request form provided by the Division. The fund request must be accompanied by copies of invoices from the vendors for which reimbursement is being requested.
 - 7.1.2.1. 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.
 - 7.1.2.2. If the Grantee is a School District, request for payment must come from the School District. Requests will not be accepted from individual School District schools.
 - 7.1.2.3. If the Grantee is a District Charter School, request for payment must 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.
 - 7.1.2.4. 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.
 - 7.1.2.5. If the Grantee is a Board of Cooperative Educational Services, request for payment must come from the Board of Cooperative Educational Services. Requests will not be accepted from individual Board of Cooperative Educational Services schools.
 - 7.1.2.6. If the Grantee is a Colorado School for the Deaf and Blind, request for payment must come from the Colorado School for the Deaf and Blind. Requests will not be accepted from individual Colorado School for the Deaf and Blind schools.
- 7.1.3. Payment of COP grant funds will be determined by the terms of the lease-purchase agreement and any subsequent sublease-purchase agreements.

7.2. Oversight

- 7.2.1. Grantees shall submit a written progress report to the Division by July 31 of each year on a Division provided form for each grant they have received and have not closed out.
- 7.2.2. When a Grantee completes a grant project it must submit a final report to the Division in the format required by the Division before final payment will be made. Once the final report is submitted and final payment is made, the grant shall be considered closed.
- 7.2.3. If the Grantee has not used all of the awarded funding on a closed out grant project, the unused balance will be returned to the fund;
- 7.2.4. The Division may make site visits to review project progress or to review a completed project;
- 7.2.5. The Division may require a Grantee receiving a grant 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.

7.2.6. A permanent sign will be fixed to the facility designating that the project was paid for in whole or in part by earnings from the School Land Trust.

8. Technical Consultation

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

COLORADO DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION ASSISTANCE

1 CCR 303(1)

CAPITAL CONSTRUCTION ASSISTANCE PUBLIC SCHOOLS FACILITY

CONSTRUCTION GUIDELINES

Authority

§ 22-43.7-106(2)(i)(I) C.R.S., the Capital Construction Assistance Board (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. The Assistance Board is directed to establish Public School Facility Construction Guidelines in rule pursuant to §22-43.7-107(1)(a), C.R.S.

Scope and Purpose

§ 22-43.7-106(1)(a) C.R.S., the Assistance Board shall establish Public School Facility Construction Guidelines for use by the Assistance Board in assessing and prioritizing public school capital construction needs throughout the State pursuant to § 22-43.7-108 C.R.S., reviewing applications for financial assistance, and making recommendations to the Colorado State Board of Education (State Board) regarding appropriate allocation of awards of financial assistance from the assistance fund only to applicants. The Assistance Board shall establish the guidelines in rules promulgated in accordance with Article 4 of Title 24, C.R.S.

1. Preface

- 1.1. The Colorado Public School Facility Construction Guidelines were established as a result of House Bill 08-1335 which was passed by the General Assembly of the State of Colorado, signed by the Governor and became law in 2008. This Bill requires the Assistance Board to develop Construction Guidelines to be used by the Assistance Board in assessing and prioritizing public school capital construction needs throughout the state, reviewing applications for financial assistance, and making recommendations to the State Board regarding appropriate allocations of awards of financial assistance from the Public School Capital Construction Assistance Fund.
- 1.2. 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:
 - 1.2.1. Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law;
 - 1.2.2. Technology, including but not limited to telecommunications and internet connectivity technology and technology for individual student learning and classroom instruction;
 - 1.2.3. Building site requirements;
 - 1.2.4. Building performance standards and guidelines for green building and energy efficiency;
 - 1.2.5. 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;

- 1.2.6. Capacity of existing and planned public school facilities, taking into consideration potential expansion of services and programs;
- 1.2.7. Public school facility accessibility; and
- 1.2.8. The historic significance of existing public school facilities and their potential to meet current programming needs by rehabilitating such facilities.

2. Mission Statement

- 2.1. The “Colorado public school facility construction guidelines” shall be used to assess and prioritize public schools capital construction needs throughout the state, review applications for financial assistance, make recommendations to the State Board regarding appropriate allocations of awards of financial assistance from the Public School Capital Construction Assistance Fund, and help ensure that awarded grant moneys will be used to accomplish viable top priority construction projects.

3. SECTION ONE - Promote safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable Local, State and Federal, codes, laws and regulations and provide accessible facilities for the handicapped and disabled as follows:

- 3.1. Sound building structural systems. Each building should be constructed and maintained with a sound structural foundation, floor, wall and roof systems. Local snow, wind exposure, seismic, along with pertaining importance factors shall be considered.
- 3.2. 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 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 (NRCA) 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);

3.2.1. Low-slope roofing:

- 3.2.1.1. Built-up-Roofing (BUR);
- 3.2.1.2. Ethylene Propylene Diene Monomer (EPDM);
- 3.2.1.3. Poly Vinyl Chloride (PVC);
- 3.2.1.4. Co-Polymer Alloy (CPA);
- 3.2.1.5. Thermal Polyolefin (TPO);
- 3.2.1.6. Metal panel roof systems for low slope applications;
- 3.2.1.7. Polymer-modified bitumen sheet membranes;
- 3.2.1.8. Spray polyurethane foam based roofing systems (SPF) and applied coatings;
- 3.2.1.9. Restorative coatings.

3.2.2. Steep slope roofing systems:

3.2.2.1. Asphalt shingles;

3.2.2.2. Clay tile and concrete tile;

3.2.2.3. Metal roof systems for steep-slope applications;

3.2.2.4. Slate;

3.2.2.5. Wood shakes and wood shingles;

3.2.2.6. Synthetic shingles;

3.2.2.7. Restorative coatings.

- 3.3. A continuous and unobstructed path of egress from any point in the school that provides an accessible route to an area of refuge, a horizontal exit, or public way. Doors shall open in the direction of the path of egress, have panic hardware when required, and be constructed with fire rated corridors and area separation walls as determined by a Facility Code Analysis. The Facility Code Analysis shall address, at a minimum, building use and occupancy classification, building type of construction, building area separation zones, number of allowed floors, number of required exits, occupant load, required areas of refuge and required fire resistive construction.
- 3.4. A potable water source and supply system complying with 5CCR 1003-1 "Colorado Primary Drinking Water Regulations" providing quality water as required by the Colorado Department of Public Health and Environment. Water quality shall be maintained and treated to reduce water for calcium, alkalinity, Ph, nitrates, bacteria, and temperature (reference, Colorado Primary Drinking Water Act and EPA Safe Water Drinking Act). The water supply system shall deliver water at a minimum normal operating pressure of 20 psi and a maximum of 100 psi to all plumbing fixtures. Independent systems and wells shall be protected from unauthorized access.
- 3.5. A building fire alarm and duress notification system in all school facilities designed in accordance with State and Local fire department requirements. Exceptions include unoccupied very small single story buildings, sheds and temporary facilities where code required systems are not mandatory and the occupancy does not warrant a system.
- 3.6. Facilities with safely managed hazardous materials such as asbestos found in Vinyl Asbestos Tile and mastic, acoustical and thermal insulation, window caulking, pipe wrap, roofing, ceiling tiles, plaster, lead paint and other building materials. Public schools shall comply with all AHERA criteria and develop, maintain and update an asbestos management plan kept on record at the school district.
- 3.7. Facilities equipped with closed circuit video and keycard or keypad building access.
- 3.8. An Event Alerting and Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school to provide efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations.

- 3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or via a video camera system. All other exterior entrances shall be locked and have controlled access. Interior classroom doors shall have locking hardware for lock downs and may have door sidelights or door vision glass that allow line of sight into the corridors during emergencies.
- 3.10. Safe and secure electrical service and distribution systems designed and installed to meet all applicable State and Federal codes. The electrical system shall provide artificial lighting in compliance with The Illumination Engineering Society of North America (IESNA) for educational facilities RP-3-00. Emergency lighting shall be available when normal lighting systems fail and in locations necessary for orderly egress from the building in an emergency situation as required by electrical code.
- 3.10.1. The material hereby incorporated by reference in these rules is the “RP-3-00, Recommended Practice on Lighting for Educational Facilities” produced by The Illumination Engineering Society of North America (IESNA). 2005 Update.
- 3.10.2. Later Amendments to the “RP-3-00, Recommended Practice on Lighting for Educational Facilities” are excluded from these rules.
- 3.10.3. The Director of the Division of Public School Capital Construction Assistance, 1525 Sherman St. Denver, Colorado will provide information regarding how the “RP-3-00, Recommended Practice on Lighting for Educational Facilities” may be obtained or examined.
- 3.10.4. A copy of “RP-3-00, Recommended Practice on Lighting for Educational Facilities” may be examined at any state publications depository library.
- 3.11. A safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55. The mechanical system shall be designed, maintained and installed utilizing current State and Federal building codes.
- 3.11.1. The material hereby incorporated by reference in these rules is the “Thermal Environmental Conditions for Human Occupancy (ASHRAE Standard 55)” produced by the American Society of Heating, Refrigeration and Air-Conditioning Engineers, Inc. 1995 Update.
- 3.11.2. Later Amendments to the “Thermal Environmental Conditions for Human Occupancy (ASHRAE Standard 55)” are excluded from these rules.
- 3.11.3. The Director of the Division of Public School Capital Construction Assistance, 1525 Sherman St. Denver, Colorado will provide information regarding how the “Thermal Environmental Conditions for Human Occupancy (ASHRAE Standard 55)” may be obtained or examined.
- 3.11.4. A copy of “Thermal Environmental Conditions for Human Occupancy (ASHRAE Standard 55)” may be examined at any state publications depository library.
- 3.12. Healthy building indoor air quality (IAQ) through the use of the mechanical HVAC systems or operable windows and by reducing outside air and water infiltration with a tight building envelope.

- 3.13. Sanitary school facilities that comply with Colorado Department of Public Health and Environment, Consumer protection Division, 6 CCR 1010-6 "Rules and Regulations Governing Schools."
- 3.14. Food preparation and associated facilities equipped and maintained to provide sanitary facilities for the preparation, distribution, and storage of food as required by Colorado Retail Food Establishment Rules and Regulations 6 CCR 1010-2.
- 3.15. Safe laboratories, shops and other areas storing paints or chemicals that complying with CDPHE 6CCR 1010-6 "Rules Governing Schools."
 - 3.15.1. In laboratories, shops, and art rooms where toxic or hazardous chemicals, hazardous devices, or hazardous equipment are stored, all hazardous materials shall be stored in approved containers and stored in ventilated, locked, fire resistive areas or cabinets. Where an open flame is used, an easily accessible fire blanket and extinguisher must be provided. Fire extinguishers shall be inspected annually. Where there is exposure to skin contamination with poisonous, infectious, or irritating materials, an easily accessible eyewash fountain/shower along with an independent hand washing sink must be provided. The eyewash station must be clean and tested annually. Master gas valves and electric shut-off switches shall be provided for each laboratory, shop or other similar areas where power or gas equipment is used;
 - 3.15.2. All facility maintenance supplies, e.g. cleaning supplies, paints, fertilizer, pesticides and other chemicals required to maintain the school shall be stored in approved containers and stored in ventilated, locked and fire resistive rooms or cabinets.
- 3.16. A separate emergency care room or emergency care area shall be provided. This room shall have a dedicated bathroom, and shall be used in providing care for persons who are ill, infested with parasites, or suspected of having communicable diseases. Every emergency care room or area shall be provided with at least one cot for each 400 students, or part thereof, and be equipped with a locking cabinet for prescriptions and first aid supplies.
- 3.17. A facility that complies with the American Disabilities Act (ADA) providing accessibility to physically disabled persons.
- 3.18. A site that safely separates pedestrian and vehicular traffic and is laid out with the following criteria:
 - 3.18.1. 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. This effort should include planning dedicated turn lanes;
 - 3.18.2. When possible, provide a dedicated bus staging and unloading area located away from students, staff, and visitor parking. Curbs at bus and vehicle drop-off and pick-up locations shall be raised a minimum of six inches above the pavement level and be painted yellow. Provide 'Busses Only' and 'No entry Signs' at the ends of the bus loop;
 - 3.18.3. 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. Do not load or unload students where they have to cross a vehicle path

before entering the building. It is recommended all loading areas have “No Parking” signs posted;

- 3.18.4. Solid surfaced staff, student, and visitor parking spaces should be identified at locations near the building entrance and past the student loading area;
 - 3.18.5. Provide well-maintained sidewalks and a designated safe path leading to the school entrance. Create paved student queuing areas at major crossings and paint sidewalk “stand-back lines” to show where to stand while waiting. Except at pick-up locations, sidewalks shall be kept a minimum of five feet away from roadways. There should be well-maintained sidewalks that are a minimum of eight feet wide leading to the school and circulating around the school;
 - 3.18.6. 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;
 - 3.18.7. Facilities should provide for bicycle access and storage;
 - 3.18.8. Fire lanes shall have red markings and “no parking” signs posted;
 - 3.18.9. Consider restricting vehicle access at school entrances with bollards or other means to restrict vehicles from driving through the entry into the school.
- 3.19. A safe and secure site with outdoor facilities for students, staff, parents, and the community, based on the following criteria;
- 3.19.1. New school sites should be selected that are not adjacent or close to hazardous waste disposal sites, industrial manufacturing plants, gas wells, railroad tracks, major highways, liquor stores or other adult establishments, landfills, waste water treatment plants, chemical plants, electrical power stations and power easements, or other uses that would cause safety or health issues to the inhabitants of the school. Consider fencing around the perimeter of the school sites with gates to control access. Gates shall have the capability to be locked to restrict access if desired;
 - 3.19.2. When possible, arrange site, landscaping, playgrounds, sports fields and parking to create clear lines of site from a single vantage point. Keep shrubbery trimmed so that it will not conceal people;
 - 3.19.3. Locate site utilities away from the main school entrance and student playgrounds and sports fields whenever possible. Electric service equipment, gas meters and private water wells shall have fenced in cages to restrict access to unauthorized persons. Propane (LPG) tanks shall be installed in accordance with building and fire codes;
 - 3.19.4. Access to building roofs shall be secured to restrict access;
 - 3.19.5. Exterior buildings and walkways shall be lighted to protect and guide occupants during evening use of the school facility;
 - 3.19.6. Playgrounds shall be protected by adequate fencing from other exposures such as ball fields, where injuries could occur due to flying balls. Play equipment shall be installed pursuant to the manufactures specifications and current industry safety and State of Colorado Insurance pool requirements. Provide play equipment that complies with the Americans with Disabilities Act. All playground equipment shall be purchased from an International Playground Equipment Manufacturers Association (IPEMA) certified

playground equipment manufacturer with adequate product liability insurance. Each piece of equipment purchased shall have an IPEMA certification. Provide a firm, stable, slip-resistant, and resilient soft surface under and around the play equipment.

4. **SECTION TWO - School facility programming and decision-making should be approached holistically involving all community stakeholders taking into consideration local ideals, input, needs and desires. Facilities will assist school districts, charter schools, institute charter schools, boards of cooperative services and the Colorado School for the Deaf and Blind to meet or exceed state model content standards by promoting “learning environments” conducive to performance excellence with technology that supports communities, families and students and provides the following:**
 - 4.1. Elementary, middle, high and PK-12 schools built with high quality, durable, easily maintainable building materials and finishes.
 - 4.2. Educational facilities that accommodate the Colorado Achievement Plan for Kids (Cap4K), No Child Left Behind Act (NCLB) and the State Board’s model content standards.
 - 4.3. Educational facilities for individual student learning and classroom instruction, connected to the Colorado institutions of higher education distant learning networks “internet two”, with technology embedded into school facilities; embedded technology to provide adequate voice, data, and video communications in accordance with the Building Industry Consulting Services International’s (BICSI) Telecommunications Distribution Methods Manual (TDMM).
 - 4.3.1. The material hereby incorporated by reference in these rules is the “Telecommunications Distribution Methods Manual (TDMM)” produced by Building Industry Consulting Services International (BICSI). 11th edition.
 - 4.3.2. Later Amendments to the “Telecommunications Distribution Methods Manual (TDMM)” are excluded from these rules.
 - 4.3.3. The Director of the Division of Public School Capital Construction Assistance, 1525 Sherman St. Denver, Colorado will provide information regarding how the “Telecommunications Distribution Methods Manual (TDMM)” may be obtained or examined.
 - 4.3.4. A copy of “Telecommunications Distribution Methods Manual (TDMM)” may be examined at any state publications depository library.
 - 4.4. School administrative offices should be provided with the technological hardware and software that provides control of web-based activity access throughout the facility; e-mail for staff; a school-wide telephone system with voicemail, a district hosted web site with secure parent online access linked to attendance and grade books.
 - 4.5. Administrative software should include: Individual Educational Programs (IEP), Individual Learning Programs (ILP), Personal Learning Plans (PLP), sports eligibility records, immunization and health service management records, discipline and behavior records, transcripts, food services information, library resource management information, and assessment analysis management records.
 - 4.6. The facility should be protected to maintain business continuity with emergency power backup, redundant A/C for data centers and data backup systems. Off site hosting of critical data to protect against loss of data should be explored;
 - 4.7. School sites that meet the recommended school facility site size guidelines below. New school sites should take into consideration: topography, vehicle access, soil characteristics, site utilities, site preparation, easements/rights of way, environmental restrictions, and aesthetic

considerations. Site size guidelines may vary based on local requirements, athletic programming or desired alternate planning models. Site requirements may differ for urban public schools with limited space. Local school site size guidelines will be followed in acquiring and developing school sites. If such guidelines are not provided in board policy and regulations, site criteria provided in paragraphs 3.18 and 3.19 shall be considered;

- 4.8. Elementary, middle, high, and PK-12 buildings that functionally meet the recommended educational programming set forth below, are not over capacity, and are located in permanent buildings. Each facility should have the potential, or be planned for, expansion of services for the benefit of the students for programs such as full-day kindergarten and preschool, and school based health services.
- 4.9. The Assistance Board recognizes that due to local educational programming, individual public school facilities may not include all items following in this section.
- 4.10. Elementary schools (grades PK-5) shall provide exciting learning environments for children along with associated teaching and administrative support areas. When possible, daylight with views shall be incorporated in all learning areas to supplement well-designed task oriented artificial lighting. Acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors, and other learning areas should be utilized to create a learning environment that focuses the student's attention. The following uses should be incorporated in elementary educational facilities:
 - 4.10.1. Depending on community needs and desires, public schools should consider sites that include playfields, age appropriate equipment, gardens, trees, non-traditional play features, shade structures, and a gateway to the community. The objectives of the play areas include: reducing discipline issues on school grounds, providing better physical education and resources for outdoor classroom projects, establishing a gathering place for neighborhood families, and strengthening community-school partnerships;
 - 4.10.2. Preschool and kindergarten classrooms with dedicated bathrooms. Suggested kindergarten classroom sizes range from 1000-1200 square feet;
 - 4.10.3. Special education classroom;
 - 4.10.4. Special program room;
 - 4.10.5. Classrooms should accommodate a maximum of up to 25 students and provide 35 square feet/student with a minimum classroom size of 600 square feet. Ceiling heights in classrooms should not be lower than nine feet. The ideal classroom is rectangular in shape with the long axis 1.33 times longer than the short axis. Classrooms should have a source of natural light with a view, have conditioned well ventilated air, and provide all the necessary equipment, technology infrastructure, and storage to support the intended educational program;
 - 4.10.6. Band/vocal music room with high ceilings, and acoustical wall coverings;
 - 4.10.7. Art room with ample storage cabinets and counter sinks. Finish materials in art classrooms shall be smooth, cleanable and nonabsorbent;
 - 4.10.8. Beginning computer lab with computer work stations or computer carts utilizing wireless connections whenever possible;
 - 4.10.9. Library/multimedia center (LMC) should be the heart of the school, providing a flexible space for students, staff, and parents to read, write and draw. If possible the space should

be designed with high ceilings, and exposed building structure and materials. The space should have abundant natural light, as well as well-designed artificial task lighting. Window shades should be incorporated to accommodate the use of audio visual equipment requiring darker environments;

- 4.10.10. Commercial kitchen, with cooking and refrigeration equipment, dry storage, and ware washing area unless food is prepared and delivered from another location;
 - 4.10.11. Cafeteria/multipurpose room to support the school and community. Ceiling heights shall be higher in these areas and daylight shall be incorporated. A tiered stage for school productions shall be included. The tiered stage shall be provided with basic theatrical lighting and sound systems;
 - 4.10.12. Small gym with basketball court, volleyball sleeves and standards, safety wall wainscoting and fiberglass adjustable basketball backstops;
 - 4.10.13. Administrative offices, nursing area, bathrooms, conference, reception, and building support areas to accommodate the educational program.
- 4.11. Middle schools (grades 6-8). When possible daylight with views shall be incorporated in all learning areas to supplement well-designed task oriented artificial lighting. The facilities should be designed to provide a vibrant, cheerful, learning environment for students and scaled for teenage occupancy. Acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors and other learning areas will create a learning environment that focuses the student's attention. The following uses should be incorporated in middle school educational facilities:
- 4.11.1. Based on local needs and desires, sports fields should be considered that include age appropriate equipment, gardens, shade structures and a gateway to the community. The objectives of the sports areas include: reducing discipline issues on school grounds, providing better physical education and resources for outdoor classroom projects and providing a gathering place for neighborhood families to watch sporting events. Based on local desired athletic programming, sports fields should be provided to accommodate track, football, soccer, baseball and softball sporting events along with basketball courts for school and community use;
 - 4.11.2. Special education classroom;
 - 4.11.3. Special program room;
 - 4.11.4. Classrooms should accommodate a maximum of up to 25 students and provide thirty two square feet/student with a minimum classroom size of 600 square feet. Ceiling heights in classrooms should not be lower than nine feet. The ideal classroom is rectangular in shape with the long axis 1.33 times longer than the short axis. Classrooms should have a source of natural light with a view, have conditioned well ventilated air, and provide all the necessary equipment, technology infrastructure, and storage to support the intended educational program;
 - 4.11.5. Library/multimedia center (LMC) should be the heart of the school providing a flexible space for students, staff, parents and the community to read, write, meet, study, and research topics. The space should be designed with high ceilings and exposed structure and materials. The space should have abundant natural light, as well as well-designed artificial task lighting. Window shades should be incorporated to accommodate the use of audio visual equipment requiring darker environments;

- 4.11.6. Computer lab with technology embedded in classroom to support interactive whiteboards utilizing wireless internet access whenever possible;
- 4.11.7. Distance learning lab should be centrally located in the interior of the school with no windows and isolated from sources of loud noise. To reduce acoustic effects, square rooms should be avoided, if possible. A cork shaped or rectangular room is a better shape, as it does not encourage standing waves (and thus echoes). Acoustic wall panels, heavy wall curtains and carpet flooring should be used in lieu of hard walls and floors to help acoustics. Labs should provide easy wireless access to computers and the internet. There should be at least two 20-amp electrical circuits on dedicated breakers for the interactive distance learning video equipment;
- 4.11.8. Science lab with teaching demonstration table, emergency shower/eyewash, wet student work stations, and equipped with adequate instrumentation;
- 4.11.9. Family Consumer Science Lab;
- 4.11.10. Band classroom with conducting podium, instrument storage room and acoustic practice room. Band classrooms shall be physically separated from other classrooms to prevent sound transmission between areas;
- 4.11.11. Vocal classroom with conducting podium and acoustic wall panels. Vocal classrooms shall be physically separated from other classrooms to prevent sound transmission between areas;
- 4.11.12. Art classroom with ample storage cabinets and counter sinks. Finish materials in art classrooms shall be smooth, cleanable and nonabsorbent;
- 4.11.13. Beginning shop, vocational, and agricultural Career and Technical Education (CTA) classrooms;
- 4.11.14. Performing arts support area to accommodate set design and building including dressing rooms with lockers, sinks, mirrors, and prop storage area;
- 4.11.15. Commercial Kitchen with cooking and refrigeration equipment, dry storage, and ware washing area, unless food is prepared and delivered from another location;
- 4.11.16. Cafeteria/multipurpose room to support the school and community. The cafeteria ceiling heights should be higher than other areas in the school and incorporate day lighting when possible. A raised stage for school productions should be provided with curtains and theatrical lighting and sound systems;
- 4.11.17. Gymnasium with a regulation basketball court and dividing curtain to create two smaller basketball courts. The following equipment should accompany the gym: Glass adjustable basketball backstops, volleyball sleeves and standards, safety wainscoting, chin-up bar, wrestling mat hoist, and scorer table;
- 4.11.18. Weight training area with free weights, wall mirrors, exercise machines, rubber flooring, and protective wainscoting;
- 4.11.19. Men and women's locker rooms with independent bathrooms, showers and locking metal lockers;
- 4.11.20. Administrative offices, nursing area, bathrooms, conference, reception and building support areas to accommodate the educational program.

- 4.12. High schools (grades 9-12) shall provide an environment that prepares students for higher education admittance or the workplace. When possible, daylight and views shall be incorporated in all learning areas to supplement well-designed task oriented artificial lighting. The facilities should be designed to provide vibrant, cheerful, learning environments for students and be scaled for adult occupancy. Acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors and other learning areas will create a learning environment that focuses the student's attention. The following uses should be incorporated in high school educational facilities:
- 4.12.1. Based on local desired athletic programming, sports fields with associated equipment, gardens, trees, amphitheater, shade structures and a gateway to the community should be considered. The objectives of the sport areas include: reducing discipline issues on school grounds, providing better physical education and resources for outdoor classroom projects, establishing a gathering place for neighborhood families to watch sporting events, and strengthening community-school partnerships. Based on local programming, sports fields should consider accommodating track, football, soccer, baseball and softball sporting events as well as tennis and basketball courts for school and community use;
 - 4.12.2. Classrooms should accommodate a maximum of up to 25 students and provide 32 square feet/student with a minimum classroom size of 600 square feet. Ceiling heights in classrooms should not be lower than nine feet. The ideal classroom is rectangular in shape with the long axis 1.33 times longer than the short axis. Classrooms should have a source of natural light with a view, have conditioned well ventilated air, and provide all the necessary equipment, technology infrastructure, and storage to support the intended educational program;
 - 4.12.3. Special program room;
 - 4.12.4. Library/multimedia center (LMC) should be the heart of the school, providing a flexible space for students, staff, parents, and the community to read, write, meet, study, and research topics. The space should be designed with high ceilings and exposed structure and building materials. The space should have abundant natural light, along with well-designed artificial task lighting. Window shades should be incorporated to accommodate the use of audio visual equipment requiring darker environments;
 - 4.12.5. Distance learning lab should be centrally located in the interior of the school, with no windows, and isolated from sources of loud noise. To reduce acoustic effects, square rooms should be avoided if possible. A cork shaped or rectangular room is a better shape, as it does not encourage standing waves (and thus echoes). Acoustic wall panels, heavy wall curtains and carpet flooring should be used in lieu of hard walls and floors to help acoustics. Labs should provide easy wireless access to computers and the internet. There should be at least two 20-amp electrical circuits on dedicated breakers for the interactive distance learning video equipment;
 - 4.12.6. Computer lab with technology embedded in classroom to support interactive whiteboards, utilizing wireless internet access whenever possible;
 - 4.12.7. Science lab with a teaching demonstration table, emergency shower/eyewash, demonstration hood, student work stations provided with water and gas receptacles equipped with adequate instrumentation;
 - 4.12.8. Family consumer science lab;

- 4.12.9. Band classroom with conducting podium, instrument storage room and acoustic practice rooms. Band classrooms shall be physically separated from other classrooms to prevent sound transmission between areas;
- 4.12.10. Vocal classroom with conducting podium and acoustic wall panels. Vocal classrooms shall be physically separated from other classrooms to prevent sound transmission between areas;
- 4.12.11. Art classroom with ample storage cabinets and counter sinks. At the high school level a kiln/ceramic storage area shall be provided. Finish materials in art classrooms shall be smooth, cleanable and nonabsorbent;
- 4.12.12. Performing arts support area to accommodate set design and construction, dressing rooms with lockers, sinks and mirrors and prop storage area;
- 4.12.13. Career and technical education (CTE) classroom that supports desired educational programs. The ideal CTA classroom should have 45 square feet/student with a minimum of 780 square feet of exclusive laboratory and storage space. The shop area shall have a minimum of 150 square feet/student with a tool and supply storage room that is at least 20 feet long with a minimum width of eight feet wide for the storage of long building materials. Each shop shall be equipped with welding booths, auto lift station, auto emissions evacuation system and required trade tools. A minimum 2400 SF outdoor patio area should be provided for storing or working on farm machinery, flammable materials, and large construction projects. If desired, a minimum 1880 SF greenhouse should be provided with heat and ventilation. CTA shops should have independent bathrooms with a group hand washing sink and lockers;
- 4.12.14. Commercial kitchen with cooking and refrigeration equipment, dry storage and ware washing area, unless food is delivered from another location;
- 4.12.15. Cafeteria/multipurpose room to support the school and community. Ceiling heights in cafeterias should be higher than other areas in the school, and incorporate daylight to provide a captivating dining environment to keep students on site during lunch hours;
- 4.12.16. Auditorium with a raised proscenium stage, curtains, orchestra pit, sloped floor with fixed seating, sound and project booth, acoustic wall and ceiling panels and professional lighting and sound systems. The auditorium shall be designed to accommodate the entire student body, school staff and as required for community-wide productions;
- 4.12.17. Gymnasium with two regulation basketball courts and dividing curtain. The following equipment should accompany the gym: Glass adjustable basketball backstops, volleyball sleeves and standards, safety wainscoting, chin-up bar, wrestling mat hoist, telescoping bleachers and scorer table;
- 4.12.18. Auxiliary gym (larger high schools) with a regulation basketball court and dividing curtain to create two smaller basketball courts. The following equipment should accompany the gym: glass adjustable basketball backstops, volleyball sleeves and standards, safety wainscoting, and chin-up bar;
- 4.12.19. Weight training area with free weights, mirror walls, exercise machines, rubber flooring and protective wainscoting;

- 4.12.20. Men and women's locker rooms with independent bathrooms, showers, and locking metal lockers;
 - 4.12.21. Visiting team locker room with independent bathrooms, showers, and locking metal lockers;
 - 4.12.22. Administrative offices, nursing area, bathrooms, conference, reception, and building support areas to accommodate educational programming.
- 4.13. PK-12 Rural Schools shall provide exciting learning environments for students as well as associated teaching and administrative support areas. The facilities should be designed to incorporate shared community uses, such as boys and girls clubs, and separate children, grades preschool to six, from older students, grades seven to twelve. When possible, daylight with views shall be incorporated in all learning areas to supplement well-designed task oriented artificial lighting. Acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors and other learning areas will create a learning environment that focuses the student's attention. The following uses should be incorporated in PK-12 educational facilities:
- 4.13.1. Based on desired local programming, school sites should consider including sports fields, playfields, age appropriate equipment, gardens, trees, non-traditional play features, shade structures and a gateway to the community. The objectives of the play areas include: reducing discipline issues on school grounds, providing better physical education and resources for outdoor classroom projects, establishing a gathering place for neighborhood families to watch sporting activities and strengthening community-school partnerships. Based on local athletic programming, sports fields should be considered to accommodate track, football, soccer, baseball and softball sporting events as well as tennis and basketball courts for school and community use;
 - 4.13.2. Classrooms should accommodate a maximum of up to 25 students and provide 32-35 five square feet/student with a minimum classroom size of 600 square feet. Ceiling heights in classrooms should not be lower than nine feet. The ideal classroom is rectangular in shape with the long axis 1.33 times longer than the short axis. Classrooms should have a source of natural light with a view, have conditioned well ventilated air, and provide all the necessary equipment, technology infrastructure, and storage to support the intended educational program;
 - 4.13.3. Computer lab with technology embedded in classroom to support interactive whiteboards, utilizing wireless internet access whenever possible. Computer labs should be located centrally in the school;
 - 4.13.4. Special program room;
 - 4.13.5. Distance learning lab should be centrally located in the interior of the school, with no windows, and isolated from sources of loud noise. To reduce acoustic effects, square rooms should be avoided if possible. A cork shaped or rectangular room is a better shape, as it does not encourage standing waves (and thus echoes). Acoustic wall panels, heavy wall curtains and carpet flooring should be used in lieu of hard walls and floors to help acoustics. Labs should provide easy wireless access to computers and the internet. There should be at least two 20-amp electrical circuits on dedicated breakers for the interactive distance learning video equipment;
 - 4.13.6. Science lab should be located centrally in the school, and provided with teaching demonstration table, emergency shower/eyewash, demonstration hood and student work

stations with water and gas receptacles. The lab should be equipped with adequate instrumentation;

4.13.7. Family consumer science lab;

4.13.8. Band classroom with conducting podium, instrument storage room and acoustic practice room. Band classrooms shall be physically separated from other classrooms to prevent sound transmission between areas;

4.13.9. Vocal classroom with conducting podium and acoustic wall panels. Vocal classrooms shall be physically separated from other classrooms to prevent sound transmission between areas;

4.13.9.1. Art classroom with ample storage cabinets and counter sinks. A kiln/ceramic storage area shall be provided. Finish materials in art classrooms shall be smooth, cleanable and nonabsorbent;

4.13.10. Performing arts support area to accommodate set design and construction, dressing rooms with lockers, sinks and mirrors and a prop storage area;

4.13.11. Career and technical education (CTA) classroom that supports desired educational programs. The ideal CTA classroom should have 45 square feet/student with a minimum of 780 square feet of exclusive laboratory and storage space. The shop area shall have a minimum of one hundred and fifty square feet/student with a tool and supply storage room that is at least 20 feet long with a minimum width of eight feet wide for the storage of long building materials. Each shop shall be equipped with welding booths, auto lift station, auto emissions evacuation system and required trade tools. A minimum 2400 SF outdoor patio area should be provided for storing or working on farm machinery, flammable materials, and large construction projects. If desired a minimum 1880 SF greenhouse should be provided with heat and ventilation. CTA shops should have independent bathrooms with a group hand washing sink and lockers;

4.13.12. Library/multimedia center (LMC) should be the heart of the school, providing a flexible space for students, staff, and parents to read, write and draw. The space should be designed with high ceilings, exposed structure and building materials. The space should have abundant natural light as well as well-designed artificial task lighting. Window shades should be incorporated to accommodate the use of audio visual equipment requiring darker environments;

4.13.13. Commercial kitchen with cooking and refrigeration equipment, dry storage and ware washing area;

4.13.14. Cafeteria/multipurpose/stage room to support the school and community. Ceiling heights in cafeterias should be a minimum of fifteen feet above the finished floor and incorporate day light. A raised stage for school and community productions should be incorporated. The stage shall be provided with curtains, theatrical lighting, and sound systems. The multipurpose room shall be designed to accommodate the entire student body, school staff, and as required for community-wide productions;

4.13.15. Gymnasium with two regulation basketball courts and dividing curtain. The following equipment should accompany the gym: Glass adjustable basketball backstops, volleyball sleeves and standards, safety wainscoting, chin-up bar, wrestling mat hoist, telescoping bleachers and scorer table;

- 4.13.16. Weight training area with free weights, mirror walls, exercise machines, rubber flooring, and protective wainscoting;
- 4.13.17. Men and women's locker rooms with independent bathrooms, showers and locking metal lockers;
- 4.13.18. Visiting team locker room with independent bathrooms, showers and locking metal lockers;
- 4.13.19. Administrative, offices, nursing area, bathrooms, conference, reception area and building support areas to accommodate the educational program.

5. SECTION THREE - Promote school design and facility management that implements the current version of “Leadership in Energy and Environmental Design” (LEED for schools) or “Colorado Collaborative for High Performance Schools” (CO-CHPS), green building and energy efficiency performance standards, or other programs that comply with the Office of the State Architects “High Performance Certification Program” (HPCP), reduces operations and maintenance efforts, relieves operational cost, and extends the service life of the districts capital assets by providing the following:

5 (1) The material hereby incorporated by reference in these rules is the “Leadership in Energy and Environmental Design (LEED for Schools)” produced by The United States Green Building Council version 2007 and the “Colorado Collaborative for High Performance Schools (CO_CHPS)” produced by the Governors Energy Office version 2009.

5 (2) Later Amendments to the “Leadership in Energy and Environmental Design (LEED for Schools)” or the “Colorado Collaborative for High Performance Schools (CO_CHPS)” are excluded from these rules.

5 (3) The Director of the Division of Public School Capital Construction Assistance, 1525 Sherman St. Denver, Colorado will provide information regarding how the “Leadership in Energy and Environmental Design (LEED for Schools)” and the “Colorado Collaborative for High Performance Schools (CO_CHPS)” can be obtained or examined.

5.1. Facilities that conserve energy through High Performance Design (HPD). A high performance building is energy and water efficient, has low life cycle costs, is healthy for its occupants, and has a relatively low impact on the environment. In new construction it is vital that actual energy performance goals are set for the entire building in terms of KBTU/SF/YR total building load by:

5.1.1. Establishing an integrated design team including school and community stakeholders, architects, engineers, and facility managers. Include an experienced LEED or CO-CHPS accredited professional as a member of the integrated design team to assist with the evaluation of existing facilities and with design of new schools;

5.1.2. Site locations that encourage transportation alternatives such as walking, bicycling, mass transit, and other options to minimize automobile use.

5.1.3. Facilities that reduce demand on municipal infrastructure by encouraging denser development, reducing water consumption, and by providing responsible storm water management and treatment design;

5.1.4. Reduced building footprints;

5.1.5. Minimizing parking to reduce heat island effect and discouraging use of individual automobiles:

5.1.5.1. Provide preferred parking totaling five percent of total parking spaces for carpools, vanpools, or low emission vehicles;

5.1.5.2. High schools – 2.5 spaces per classroom plus parking for 20 percent of students;

5.1.5.3. Elementary schools and middle schools –three spaces per classroom;

- 5.1.5.4. Provide parking in open grassy areas to accommodate overflow parking when required for large sporting events.
- 5.1.6. Facilities that utilize existing sites, buildings and municipal infrastructure;
- 5.1.7. Joint-use facilities;
- 5.1.8. Evaluating energy costs holistically by determining the cost of high performance strategies versus long term cost savings;
- 5.1.9. Utilizing passive solar techniques such as;
 - 5.1.9.1. Positive building solar orientation and building massing;
 - 5.1.9.2. Sun-shading;
 - 5.1.9.3. Natural ventilation;
 - 5.1.9.4. Green roofs.
- 5.1.10. Utilize energy efficient and or renewable energy strategies;
- 5.1.11. Metering of all utilities with the ability to sub meter selected systems to manage utility usage;
- 5.1.12. Evaluate necessary building materials and systems and consider holistic design solutions that serve multiple purposes;
- 5.1.13. Evaluation of utility bills to determine efficiency of facilities;
- 5.1.14. Investigating performance contracting potentials;
- 5.1.15. Replacement of old inefficient lighting with new energy efficient fixtures and lamps. Incorporate daylighting, and utilize professionally designed task oriented lighting concepts. Use occupancy sensors and natural light sensors to keep lights off when not needed, including emergency lighting when the building is unoccupied;
- 5.1.16. Design site lighting and select lighting styles and technologies to have minimal impact off-site and minimal contribution to sky glow. Minimize lighting of architectural and landscaping features and design interior lighting to minimize trespass light to the outside from the interior.
- 5.1.17. Replacement of old inefficient mechanical systems with new energy efficient systems. Provide controls that monitor the efficiency of the mechanical system and control temperature range of facilities during low/non-use periods and after operating hours.
- 5.1.18. Commission mechanical systems at completion of construction and retro-commission every five years. Pursue third party certification through CO-CHPS or LEED for schools;
- 5.1.19. Replacement of single pane inefficient windows with new double/triple pane hard coat low E glazing window units. Install windows to eliminate outdoor air and water infiltration;
- 5.1.20. Landscape school sites optimizing drought tolerant trees and plantings that reduce heat island effects. Place deciduous trees on the south side of buildings to shade the buildings in the summer and allow sun to penetrate the buildings in the winter. Place coniferous trees

on prevailing wind side of the building to block and redirect prevailing winds away from the building. Utilize landscaping or a green roof to filter and manage onsite storm water treatment. Replace turf with native grasses where ever practical. Well-designed landscaping in conjunction with paved surfaces and school buildings will benefit the reducing of “heat island” effects;

- 5.1.21. Employ cool or green roofs to reduce heat island effects. The buildings cooling load should be considered when selecting roofing materials;
 - 5.1.22. Identifying building wastes such as cooling condensate water, heat exhaust, and find a way to reuse it. Utilize heat recovery units whenever possible;
 - 5.1.23. Providing a tight and well insulated building envelope with a minimum wall thermal value of R-19 and roof thermal value of R-30. Repair exterior building cracks, caulk building joints, and tuck-point masonry walls annually to maintain exterior shell in good condition;
 - 5.1.24. Providing vestibules at main building entrances to minimize loss of conditioned air;
 - 5.1.25. Utilizing, when possible, sustainable (green) building materials that are durable, easily maintained, resource efficient, energy efficient and emit low levels of harmful gases. Whenever possible utilize EPA Energy Star labeled systems and equipment. Colorado-based and local and regional material manufactures should be used whenever possible to reduce the impact of transportation costs and support regional and state economies.
 - 5.1.26. Increase the schools community knowledge about the basics of high performance design using an educational display to serve as a three-dimensional textbook.
- 5.2. Analysis of existing school facilities or desired new school facility size against the required school facility size taking into account maintenance and operational costs of the existing or desired new larger facility compared against the costs savings associated with a reduced facility size. Achieve reduced school facility size by minimizing single use spaces, building circulation, and consolidating remote facilities, coupled with maximization of consolidated shared flexible facilities that are well scheduled, and utilize extended hours of operation.
 - 5.3. A district-wide energy management plan.
 - 5.4. Adoption of a goal of “zero waste” from construction of new buildings and operation and renovation of existing facilities through re-use, reduction, recycling, and composting of waste streams.
 - 5.5. Training to establish district wide preventative maintenance tasks for all building systems to determine that systems are functioning as designed and clearly outline follow-up maintenance procedures to keep equipment and materials functioning as intended, extend life of equipment, and reduce operational costs.

6. SECTION FOUR – Nothing in these rules affects the Department of Education’s responsibilities pursuant to 24-80.1-101 through 108, C.R.S. Evaluate school facilities based on rehabilitation costs verses replacement costs or discontinuation with consideration given to historically significant facilities by determining:

- 6.1. The school district's desired facilities life span e.g. fifty, one hundred, two hundred years, construction costs for the desired life span based on the districts location and available labor force, and the districts five year population growth trends;
- 6.2. The facility's relative importance in history based on: notable Colorado architects, historical building materials, styles and forms, and thus determine associated costs to preserve, rehabilitate, restore, or reconstruct the facility to its original condition;
- 6.3. Building code, health, and safety deficiencies at school facilities as compared to SECTION ONE and associated costs to bring deficiencies up to current code;
- 6.4. Educational programming and green building deficiencies at school facilities as compared to SECTIONS TWO and THREE and associated costs to cure deficiencies;
- 6.5. Divide costs identified in items 2, 3 and 4 above “rehabilitation costs” by item 1 above “replacement cost” taking into consideration population growth trends and historical significance. When rehabilitation costs are more than 70% of replacement costs, with a shorter facility life span and no historical significance, replacement of the facility should be considered. If population trends do not support school facilities then discontinuation and consolidation of facilities with neighboring districts should be considered;
- 6.6. Based on the above evaluation determine the viability of facilities for rehabilitation, replacement or discontinuation. Apply evaluation to guide review of financial assistance grants for recommendation of award to the State Board.
- 6.7. (Rehabilitation costs ÷ Replacement costs = % of cost to rehabilitate).

Division of Public School Capital Construction Assistance

BEST Project Ranking Guidelines for BEST Cash Grants

CRS 22-43.7-109(5)(a, b, c, and d):

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

(a)(I) Projects that will address safety hazards or health concerns at existing public school facilities, including concerns relating to public school facility security;

(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.

- 1.0 Supplemental (This score is not an indication of urgency or need, but places supplemental applications at the beginning of discussion. Supplemental is defined as an application to a project awarded previously that has additional phases, requires additional funding, or needed additional time to obtain matching funds.
- 1.2 Molds and fungi abatement.
- 1.2 Major structural hazards.
- 1.3 Threatening electrical.
- 1.3 Threatening HVAC, boiler, plumbing, air quality hazards and potable water hazards.
- 1.4 Asbestos testing and abatement (friable) and being disturbed.
- 1.5 Roof repairs and replacement - with leaks causing damage to the facility.
- 1.5 Proper chemical storage.
- 1.6 Fire alarms.
- 1.6 Fire Sprinklers.
- 1.8 Lead abatement.
- 1.9 Exterior door monitoring.
- 1.9 Master key and/or card systems for doors.
- 1.9 Equipment for surveillance and security.
- 1.9 Vehicle loading and unloading.
- 1.9 Underground fuel tank removal and replacement.
- 1.9 Radon remediation.
- 1.9 Exit and emergency lighting
- 1.9 Other.

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

- 2.2 Accommodate growth.
- 2.2 Eliminate modulars.
- 2.2 Reduce existing overcrowding .
- 2.9 Reduce the number of students per classroom.
- 2.9 Other

(c) Projects that are designed to incorporate technology into the educational environment.

- 3.2 Provide new interactive technology facilities and hands on learning.
- 3.2 Upgrade technology infrastructure
- 3.9 Technology equipment.
- 3.9 Other

(d) All other projects.

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

PROJECT SCORING SUMMARY FOR BEST LEASE-PURCHASE GRANTS

The BEST Lease-Purchase Grants are ranked using a combination of the following:

Facility Condition Index (FCI) - FCI is an industry-standard measurement of a facility's condition that is the ratio of the cost to correct a facility's deficiencies to the Current Replacement Value of the facilities. The higher the FCI is, the poorer the condition of a facility. After an FCI is established for all buildings within a portfolio, a building's condition can be ranked relative to other buildings. The FCI used for ranking was identified in the BEST statewide facility assessment.

Colorado Facility Index (CFI) - CFI is the ratio of condition needs plus suitability needs plus energy needs and the Current Replacement Value (CRV). The higher the CFI is, the poorer the condition of a facility. The CFI used for ranking was established in the BEST statewide facility assessment.

Condition Score – The condition score resulted from the BEST statewide facility assessment and scores a facility based on the condition. 1 is a poor score and 5 is a good score.

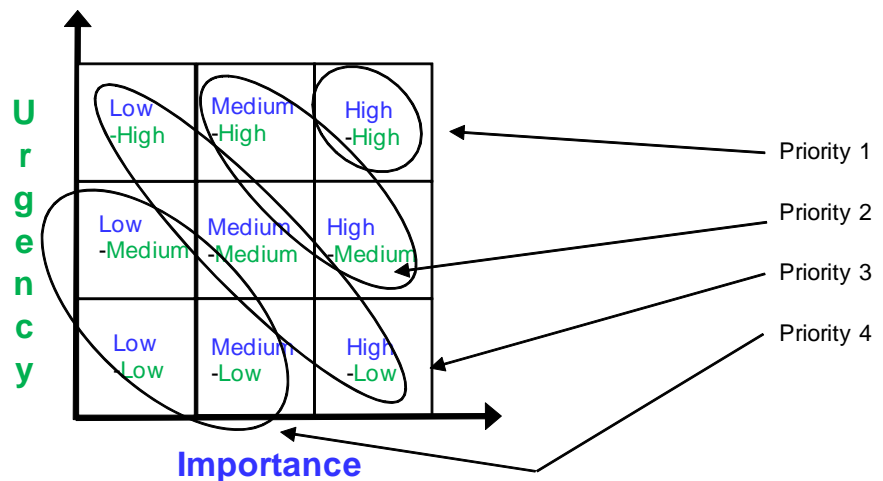
Energy Score - The energy score resulted from the BEST statewide facility assessment and scores a facility based on the energy usage performance. 1 is a poor score and 5 is a good score.

Suitability Score – The suitability score resulted from the BEST statewide facility assessment and scores a facility based on the ability of a facility to deliver the educational programs the facility is being used for. 1 is a poor score and 5 is a good score.

Priority – The priority is established using the following matrix:

BEST PRIORITY SCORE MATRIX

Importance	Urgency
High = High Risk of Injury or Property Loss; Major impact on Instruction; Required or Highly Advisable Code Compliance	High = Should be addressed within 12 months
Medium = Possible Injury or Property Loss; Moderate impact on Instruction; Cost Savings; PR issue	Medium = Could probably be put off 1 year, but should be addressed within 3 years
Low = Low Risk of Injury or Property Loss; Low impact on Instruction; Minor Savings; Minor Morale or PR issue	Low = Could probably be put off 3 years, but should be addressed within 5 years



*The CFI and Priority Score were “normalized” using a statistical formula. Then the normalized CFI plus 1.5 times the Priority Score was used to rank the BEST Lease-Purchase Grant applications.

**FY2010-11 BUILDING EXCELLENT SCHOOLS TODAY
APPLICATION SUMMARIES**

APPLICATIONS SORTED BY COUNTY



**DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION
ASSISTANCE**

JUNE 2010

BEST FY10-11 APPLICATION SUMMARIES

All Applications Sorted By County

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
423	0.85	ADAMS	CORRIDOR COMMUNITY ACADEMY	New PK-6 School	\$4,847,909.00	\$599,179.00	\$5,447,089.00	5.90%	82.50%	\$259	1
403	1.00 / 0.87	ADAMS	MAPLETON 1	SUPPLEMENTAL Campus Improvements, Renovations, Additions	\$42,987,846.00	\$10,746,961.00	\$53,734,808.00	45.68%	86.30%	\$176	1
89	1.50	ADAMS	MAPLETON 1	Restore Roofs at Multiple Sites	\$606,992.80	\$151,748.20	\$758,741.00	49.29%	103.30%	\$6	2
480	0.61	ADAMS	MAPLETON 1	PK-12 Safety & Security Upgrades	\$6,009,011.00	\$1,502,252.00	\$7,511,264.00	63.91%	131.00%	\$87	3
550	0.40	ADAMS	MAPLETON 1	Districtwide Safety/Security	\$8,954,680.00	\$2,238,670.00	\$11,193,350.00	47.42%	91.18%	\$28	4
93 / 303	1.50 / 1.85	ADAMS	WESTMINSTER 50	MS Roof Replacement	\$898,265.28	\$283,662.72	\$1,181,928.00	65.51%	81.60%	\$14	1
557	0.39	ADAMS	WESTMINSTER 50	New ES	\$17,797,141.00	\$5,620,149.00	\$23,417,291.00	62.11%	89.30%	\$262	1
96	1.50	ADAMS	WESTMINSTER 50	ES Roof Replacement	\$401,595.40	\$126,819.60	\$528,415.00	70.93%	106.00%	\$16	2
535	0.49	ARAPAHOE	ADAMS-ARAPAHOE 28-J	ES Replacement	\$8,530,629.00	\$6,435,387.00	\$14,966,017.00	63.18%	108.00%	\$204	1
166 / 626	1.90 / 0.19	ARAPAHOE	ADAMS-ARAPAHOE 28-J	Multiple Facility Electronic Lock Replacement	\$744,040.00	\$234,960.00	\$979,000.00	35.46%	51.15%	\$0	2
173	1.90	ARAPAHOE	ADAMS-ARAPAHOE 28-J	HS Stage Rigging Replacement	\$334,400.00	\$105,600.00	\$440,000.00	16.48%	20.90%	\$139	3
177	1.90	ARAPAHOE	ENGLEWOOD 1	ES Ceiling Replacement	\$125,906.50	\$125,906.50	\$251,813.00	50.39%	63.40%	\$6	1
270	4.40	ARAPAHOE	ENGLEWOOD 1	ES ADA Elevator & Bus Drop-Off	\$140,043.00	\$140,043.00	\$280,086.00	48.29%	60.40%	\$0	2
180	1.90	ARAPAHOE	ENGLEWOOD 1	MS Emergency Lighting and Bus Drop-Off Renovations	\$238,936.50	\$238,936.50	\$477,873.00	20.73%	46.50%	\$100	3
183	1.90	ARAPAHOE	ENGLEWOOD 1	PreSchool & Admin Parking Renovation	\$51,625.50	\$51,625.50	\$103,251.00	62.66%	94.40%	\$10	4

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
604	0.22	ARAPAHOE	SHERIDAN 2	New MS	\$25,259,935.00	\$1,901,285.00	\$27,161,220.00	24.68%	56.70%	\$221	1
186 / 637	1.90 / 0.13	ARAPAHOE	SHERIDAN 2	ES Security Renovations to Control Access	\$813,780.64	\$256,983.36	\$1,070,764.00	14.59%	39.20%	\$286	2
190 / 450	1.90 / 0.73	ARAPAHOE	SHERIDAN 2	HS Security Renovations to Control Access	\$905,617.52	\$285,984.48	\$1,191,602.00	53.92%	58.10%	\$96	3
195 / 455	1.90 / 0.67	ARAPAHOE	SHERIDAN 2	Security Camera, Intercom, Access Control at Multiple Locations	\$649,241.40	\$205,023.60	\$854,265.00	26.91%	46.66%	\$2	4
327	1.61	BOCES	Pikes Peak BOCES	Special Needs School for Students with Disabilities	\$24,095,898.00	\$0.00	\$24,095,898.00	60.45%	132.00%	\$370	1
524	0.50	BOULDER	HORIZONS K-8 ALTERNATIVE CHARTER SCHOOL	PK-8 School Renovation	\$5,098,047.00	\$3,542,711.00	\$8,640,758.00	70.54%	111.00%	\$171	1
129 / 317	1.60 / 1.75	BOULDER	ST VRAIN RE 1J	HS ACM Abatement and New Fire Sprinkler	\$1,010,880.78	\$1,052,141.22	\$2,063,022.00	48.72%	62.10%	\$63	1
519	0.52	CHAFFEE	SALIDA R-32	HS Replacement	\$16,234,914.00	\$23,362,437.00	\$39,597,352.00	74.83%	114.00%	\$323	1
501	0.59	CHAFFEE	SALIDA R-32	ES Replacement	\$7,705,401.00	\$11,088,260.00	\$18,793,661.00	89.18%	128.00%	\$327	2
99	1.50	CHAFFEE	SALIDA R-32	MS Roof Replacement	\$185,833.32	\$267,418.68	\$453,252.00	10.70%	25.40%	\$7	3
102	1.50	CONEJOS	NORTH CONEJOS RE-1J	ES Partial Roof Replacement	\$240,240.00	\$60,060.00	\$300,300.00	45.94%	79.00%	\$18	1
306	1.81	CSI	ROSS MONTESSORI SCHOOL	New K-8 School	\$11,846,342.00	\$366,381.00	\$12,212,724.00	27.50%	74.30%	\$302	1
506	0.59	DENVER	DENVER 1	K-8 School Replacement	\$9,576,238.00	\$8,839,604.00	\$18,415,842.00	75.53%	127.00%	\$175	1
648	0.00	DENVER	ODYSSEY CHARTER ELEMENTARY SCHOOL	New PK-8 School	\$10,487,956.00	\$3,684,957.00	\$14,172,914.00	2.07%	14.10%	\$209	1
360	1.00	EAGLE	EAGLE COUNTY CHARTER ACADEMY	New K-8 School to Replace Modulars	\$8,534,060.00	\$2,844,686.00	\$11,378,747.00	39.08%	111.00%	\$240	1
132	1.60	EL PASO	COLORADO SPRINGS 11	HS Fire Separation and Fire Sprinkler	\$314,902.50	\$257,647.50	\$572,550.00	50.25%	61.50%	\$6	1

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
135	1.60	EL PASO	COLORADO SPRINGS 11	MS Fire Sprinkler	\$284,350.00	\$232,650.00	\$517,000.00	50.33%	57.60%	\$4	2
276	4.80	EL PASO	COLORADO SPRINGS 11	Asbestos Abatement - Multiple Auditoriums	\$210,116.50	\$171,913.50	\$382,030.00	49.55%	56.80%	\$30	3
633	0.15	EL PASO	EDISON 54 JT	Jr/Sr HS Renovations	\$2,629,582.00	\$0.00	\$2,629,582.00	26.99%	43.80%	\$124	1
410	0.86	EL PASO	ELLCOTT 22	MS Replacement	\$14,972,053.00	\$151,232.00	\$15,123,286.00	50.16%	84.20%	\$218	1
560	0.39	EL PASO	FALCON 49	MS Renovation and Addition	\$9,214,887.00	\$8,506,050.00	\$17,720,937.00	44.05%	88.90%	\$152	1
261	4.20	EL PASO	HARRISON 2	Replace ES Boilers	\$196,502.40	\$49,125.60	\$245,628.00	28.57%	37.60%	\$4	1
264	4.20	EL PASO	HARRISON 2	ES Boiler Replacement	\$172,918.40	\$43,229.60	\$216,148.00	19.76%	32.40%	\$3	2
201	1.90	EL PASO	HARRISON 2	Ed Center/Alternative HS Intercom System	\$79,710.40	\$19,927.60	\$99,638.00	25.94%	41.80%	\$1	3
105	1.50	EL PASO	JAMES IRWIN CHARTER MIDDLE SCHOOL	Roof Replacement	\$643,280.00	\$160,820.00	\$804,100.00	26.31%	28.80%	\$4	1
320	1.70	EL PASO	PEYTON 23 JT	Junior High Addition to HS	\$3,054,054.00	\$2,601,602.00	\$5,655,657.00	42.11%	52.60%	\$247	1
256	4.10	EL PASO	PEYTON 23 JT	HS VoTech Addition	\$421,044.48	\$358,667.52	\$779,712.00	8.40%	13.50%	\$247	2
429	0.79	ELBERT	ELBERT 200	PK-12 School Replacement	\$16,296,655.00	\$3,577,314.00	\$19,873,970.00	46.71%	69.90%	\$262	1
395	0.89	FREMONT	FLORENCE RE-2	ES Renovations and Addition	\$9,311,358.00	\$3,803,230.00	\$13,114,589.00	70.08%	89.90%	\$153	1
204 / 599	1.90 / 0.25	FREMONT	FLORENCE RE-2	ES Misc Renovations-HVAC, Restrooms, ADA, Tuck pointing and Water Infiltration	\$624,249.56	\$197,131.44	\$821,381.00	37.91%	62.90%	\$9	2
387	0.95	FREMONT	FLORENCE RE-2	MS Renovation and Addition	\$12,670,029.00	\$527,917.00	\$13,197,947.00	60.47%	101.00%	\$141	3
138	1.60	GRAND	WEST GRAND 1-JT	Fire Alarm Upgrade	\$19,768.20	\$46,125.80	\$65,894.00	39.69%	42.30%	\$1	1

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
209	1.90	GUNNISON	MARBLE CHARTER SCHOOL	Enclosed Connecting Walkway Between 2 Buildings	\$177,768.69	\$1,438,310.31	\$1,616,079.00	41.71%	130.00%	\$218	1
213	1.90	HUERFANO	HUERFANO RE-1	HS ADA Upgrades	\$402,594.85	\$164,440.15	\$567,035.00	45.96%	50.50%	\$12	1
109	1.50	HUERFANO	LA VETA RE-2	ES & HS Roof Replacements/Bat & Pigeon Dropping Abatement	\$161,880.18	\$223,548.82	\$385,429.00	28.38%	51.95%	\$13	1
217 / 357	1.90 / 1.12	JEFFERSON	JEFFERSON R-1	State Required Waste Water Improvements	\$886,679.60	\$1,330,019.40	\$2,216,699.00	28.81%	36.90%	\$13	1
220	1.90	JEFFERSON	JEFFERSON R-1	Water Quality Improvements	\$169,400.00	\$215,600.00	\$385,000.00	46.01%	46.00%	\$9	2
283	4.90	JEFFERSON	ROCKY MOUNTAIN ACADEMY OF EVERGREEN	Complete Unfinished Space and Add Fire Sprinkler	\$359,257.50	\$359,257.50	\$718,515.00	6.73%	56.00%	\$82	1
340	1.48	JEFFERSON	ROCKY MOUNTAIN DEAF SCHOOL	New School for Deaf Pupils	\$17,633,639.00	\$1,125,551.00	\$18,759,190.00	23.58%	107.00%	\$279	1
287	4.90	KIT CARSON	BURLINGTON RE-6J	Security Cameras to Protect Property from Vandalism	\$10,759.68	\$6,052.32	\$16,812.00	56.71%	64.70%	\$4	1
290	4.90	KIT CARSON	STRATTON R-4	Security Cameras to Protect Property from Vandalism	\$9,406.20	\$6,270.80	\$15,677.00	43.73%	59.30%	\$3	1
280	4.80	LA PLATA	IGNACIO 11 JT	Asbestos Abatement at Multiple Facilities	\$25,227.93	\$39,459.07	\$64,687.00	65.11%	102.00%	\$9	1
71	1.30	LAKE	LAKE R-1	MS Boiler Replacement	\$308,000.00	\$242,000.00	\$550,000.00	36.41%	43.30%	\$3	1
141 / 587	1.60 / 0.28	LARIMER	POUDRE R-1	Fire Alarm Replacement at Multiple Sites	\$579,552.62	\$680,344.38	\$1,259,897.00	51.43%	68.90%	\$1	1
267	4.20	LAS ANIMAS	TRINIDAD 1	Upgrade HVAC to Provide Fresh Air	\$196,604.40	\$10,347.60	\$206,952.00	50.80%	64.60%	\$14	1
68	1.00	LAS ANIMAS	TRINIDAD 1	SUPPLEMENTAL Replace HS Exterior Doors	\$101,250.40	\$25,312.60	\$126,563.00	56.50%	65.50%	\$0	1
223	1.90	LAS ANIMAS	TRINIDAD 1	Replace MS Mercury Containing Tartan Gym Floor	\$161,895.20	\$8,520.80	\$170,416.00	59.85%	75.00%	\$18	2
113	1.50	LAS ANIMAS	TRINIDAD 1	Partial MS Roof Replacement	\$87,852.60	\$9,761.40	\$97,614.00	59.85%	75.00%	\$14	3

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
226	1.90	LAS ANIMAS	TRINIDAD 1	MS Elevator Fire Code Upgrades	\$13,092.30	\$1,454.70	\$14,547.00	59.85%	75.00%	\$110	4
232	1.90	LAS ANIMAS	TRINIDAD 1	HS Exterior Door Monitoring for Security	\$23,500.80	\$2,611.20	\$26,112.00	56.50%	65.50%	\$107	5
229	1.90	LAS ANIMAS	TRINIDAD 1	MS Exterior Door Monitoring for Security	\$42,943.50	\$4,771.50	\$47,715.00	59.85%	75.00%	\$0	5
235	1.90	LAS ANIMAS	TRINIDAD 1	Relocate Cooler Compressors	\$15,861.60	\$3,965.40	\$19,827.00	5.90%	9.30%	\$4	6
273	4.40	LINCOLN	GENOA-HUGO C113	ADA and Violations Correction	\$41,798.40	\$10,449.60	\$52,248.00	49.32%	53.40%	\$6	1
238	1.90	LINCOLN	GENOA-HUGO C113	Parking Lot and Designated Bus Staging and Unloading Area	\$175,344.00	\$43,836.00	\$219,180.00	49.32%	53.40%	\$4	2
153	1.60	LINCOLN	KARVAL RE-23	Fire Alarm Upgrade	\$21,070.43	\$27,930.57	\$49,001.00	53.43%	62.10%	\$2	1
74	1.30	LINCOLN	LIMON RE-4J	HS RTUs Replacement	\$54,609.92	\$30,718.08	\$85,328.00	27.90%	33.40%	\$1	1
241	1.90	LINCOLN	LIMON RE-4J	ES Gutters and Downspouts	\$7,155.20	\$4,024.80	\$11,180.00	27.90%	33.40%	\$0	2
541	0.48	MESA	MESA VALLEY 51	ES RTU and HVAC Controls Replacement	\$702,679.00	\$931,458.00	\$1,634,138.00	68.62%	106.00%	\$42	1
244	1.90	MESA	MESA VALLEY 51	Install Electronic Locks at Multiple Facilities	\$46,246.07	\$61,302.93	\$107,549.00	12.38%	28.10%	\$0	2
116	1.50	MONTROSE	MONTROSE RE-1J	HS Partial Roof Replacement	\$46,200.00	\$36,300.00	\$82,500.00	20.61%	43.90%	\$13	1
77 / 435	1.30 / 0.79	MONTROSE	MONTROSE RE-1J	MS HVAC Upgrade	\$560,560.00	\$440,440.00	\$1,001,000.00	51.78%	70.80%	\$12	2
247	1.90	MONTROSE	MONTROSE RE-1J	MS Wood Shop Dust Collection Upgrade	\$26,658.24	\$20,945.76	\$47,604.00	47.54%	63.30%	\$14	3
80	1.30	MONTROSE	MONTROSE RE-1J	ES HVAC Upgrades	\$246,400.00	\$193,600.00	\$440,000.00	48.15%	75.10%	\$14	4
293	4.90	MONTROSE	MONTROSE RE-1J	ES Perimeter Fencing	\$10,584.00	\$8,316.00	\$18,900.00	2.61%	20.10%	\$2	5

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
374	1.00	MONTROSE	VISTA CHARTER SCHOOL	6-8 Alternative School Facility Replacement	\$4,595,063.00	\$1,531,688.00	\$6,126,750.00	98.61%	207.00%	\$346	1
569	0.35	MONTROSE	WEST END RE-2	New PK-12 School	\$18,149,670.00	\$9,349,830.00	\$27,499,500.00	58.85%	80.70%	\$294	1
83	1.30	OTERO	EAST OTERO R-1	HS Gym/Pool RTUs & HVAC Controls Replacement	\$179,503.50	\$29,221.50	\$208,725.00	36.87%	48.20%	\$4	1
119	1.50	OTERO	EAST OTERO R-1	ES Roof Replacement	\$175,476.98	\$28,566.02	\$204,043.00	29.62%	29.60%	\$15	2
123	1.50	OTERO	EAST OTERO R-1	MS Roof Replacement	\$185,704.10	\$30,230.90	\$215,935.00	7.42%	33.70%	\$8	3
126	1.50	OTERO	EAST OTERO R-1	Partial HS Roof Replacement	\$127,157.02	\$20,699.98	\$147,857.00	36.87%	48.20%	\$12	4
156	1.60	OTERO	EAST OTERO R-1	Replace Primary School Fire Alarm	\$43,516.00	\$7,084.00	\$50,600.00	33.02%	79.90%	\$2	5
159	1.60	OTERO	EAST OTERO R-1	ES Fire Alarm Replacement	\$43,516.00	\$7,084.00	\$50,600.00	29.62%	29.60%	\$2	6
86	1.30	OTERO	FOWLER R-4J	HS Welding Station Exhaust System Replacement	\$285,742.00	\$0.00	\$285,742.00	49.68%	62.00%	\$37	1
162	1.60	OTERO	FOWLER R-4J	Jr/Sr HS Fire Alarm Upgrade	\$73,026.00	\$0.00	\$73,026.00	49.68%	62.00%	\$1	2
381	0.97	PARK	LAKE GEORGE CHARTER SCHOOL	New PK-6 School	\$6,488,532.00	\$969,550.00	\$7,458,083.00	82.82%	105.00%	\$338	1
487	0.61	PITKIN	ASPEN COMMUNITY CHARTER SCHOOL	New K-8 School	\$6,541,657.00	\$4,361,104.00	\$10,902,762.00	59.63%	131.00%	\$429	1
438	0.78	PROWERS	HOLLY RE-3	New PK-12 School Facility	\$25,064,111.00	\$3,417,833.00	\$28,481,945.00	45.97%	68.75%	\$269	1
476	0.62	PUEBLO	PUEBLO CITY 60	ES/MS Renovation & Addition	\$3,937,500.00	\$750,000.00	\$4,687,500.00	19.70%	36.20%	\$215	1
498	0.61	PUEBLO	PUEBLO RURAL 70	HS Classroom Addition	\$2,024,733.00	\$1,189,129.00	\$3,213,863.00	6.72%	35.30%	\$184	1
250	1.90	PUEBLO	PUEBLO RURAL 70	Exterior Door Monitoring for Security	\$77,588.28	\$45,567.72	\$123,156.00	49.50%	63.00%	\$39	2

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
614	0.21	RIO GRANDE	MONTE VISTA C-8	ES Addition/Renovation & HS Replacement	\$28,266,323.00	\$4,601,494.00	\$32,867,818.00	33.62%	55.45%	\$218	1
513	1.00 / 0.54	ROUTT	NORTH ROUTT CHARTER SCHOOL	SUPPLEMENTAL New K-8 Campus	\$3,186,671.00	\$796,667.00	\$3,983,339.00	36.91%	119.00%	\$299	1
641	0.13	SAGUACHE	CENTER 26 JT	ES Replacement	\$26,759,322.00	\$4,722,233.00	\$31,481,555.00	35.71%	39.90%	\$241	1
253	1.90	SAGUACHE	MOFFAT 2	Replace Hardwood Gym Floor at PK-12 School	\$80,751.28	\$49,492.72	\$130,244.00	41.21%	51.50%	\$17	1
577	0.34	WASHINGTON	AKRON R-1	Replace ES/JRHS & HS With PK-12 School	\$16,389,645.00	\$7,712,774.00	\$24,102,420.00	64.08%	78.80%	\$233	1
544	0.44	WASHINGTON	OTIS R-3	Major Jr/Sr HS Renovation	\$9,657,068.00	\$2,884,578.00	\$12,541,647.00	67.68%	98.00%	\$249	1
461	0.64	WELD	CORE KNOWLEDGE PROJECT (FRONTIER ACADEMY)	Major K-5 School Renovation	\$6,691,143.00	\$1,180,790.00	\$7,871,934.00	17.68%	41.20%	\$102	1

**FY2010-11 BUILDING EXCELLENT SCHOOLS TODAY
APPLICATION SUMMARIES**

CHARTER SCHOOL APPLICATIONS SORTED BY COUNTY



**DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION
ASSISTANCE**

JUNE 2010

BEST FY10-11 APPLICATION SUMMARIES

Charter School Applications Sorted By County

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
423	0.85	ADAMS	CORRIDOR COMMUNITY ACADEMY	New PK-6 School	\$4,847,909.00	\$599,179.00	\$5,447,089.00	5.90%	82.50%	\$259.00	1
524	0.50	BOULDER	HORIZONS K-8 ALTERNATIVE CHARTER SCHOOL	PK-8 School Renovation	\$5,098,047.00	\$3,542,711.00	\$8,640,758.00	70.54%	111.00%	\$171.00	1
306	1.81	CSI	ROSS MONTESSORI SCHOOL	New K-8 School	\$11,846,342.00	\$366,381.00	\$12,212,724.00	27.50%	74.30%	\$302.00	1
648	0.00	DENVER	ODYSSEY CHARTER ELEMENTARY SCHOOL	New PK-8 School	\$10,487,956.00	\$3,684,957.00	\$14,172,914.00	2.07%	14.10%	\$209.00	1
360	1.00	EAGLE	EAGLE COUNTY CHARTER ACADEMY	New K-8 School to Replace Modulars	\$8,534,060.00	\$2,844,686.00	\$11,378,747.00	39.08%	111.00%	\$240.00	1
105	1.50	EL PASO	JAMES IRWIN CHARTER MIDDLE SCHOOL	Roof Replacement	\$643,280.00	\$160,820.00	\$804,100.00	26.31%	28.80%	\$4.00	1
209	1.90	GUNNISON	MARBLE CHARTER SCHOOL	Enclosed Connecting Walkway Between 2 Buildings	\$177,768.69	\$1,438,310.31	\$1,616,079.00	41.71%	130.00%	\$218.00	1
283	4.90	JEFFERSON	ROCKY MOUNTAIN ACADEMY OF EVERGREEN	Complete Unfinished Space and Add Fire Sprinkler	\$359,257.50	\$359,257.50	\$718,515.00	6.73%	56.00%	\$82.00	1
340	1.48	JEFFERSON	ROCKY MOUNTAIN DEAF SCHOOL	New School for Deaf Pupils	\$17,633,639.00	\$1,125,551.00	\$18,759,190.00	23.58%	107.00%	\$279.00	1
374	1.00	MONTROSE	VISTA CHARTER SCHOOL	6-8 Alternative School Facility Replacement	\$4,595,063.00	\$1,531,688.00	\$6,126,750.00	98.61%	207.00%	\$346.00	1
381	0.97	PARK	LAKE GEORGE CHARTER SCHOOL	New PK-6 School	\$6,488,532.00	\$969,550.00	\$7,458,083.00	82.82%	105.00%	\$338.00	1

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487	0.61	PITKIN	ASPEN COMMUNITY CHARTER SCHOOL	New K-8 School	\$6,541,657.00	\$4,361,104.00	\$10,902,762.00	59.63%	131.00%	\$429.00	1
513	1.00 / 0.54	ROUTT	NORTH ROUTT CHARTER SCHOOL	SUPPLEMENTAL New K-8 Campus	\$3,186,671.00	\$796,667.00	\$3,983,339.00	36.91%	119.00%	\$299.00	1
461	0.64	WELD	CORE KNOWLEDGE PROJECT (FRONTIER ACADEMY)	Major K-5 School Renovation	\$6,691,143.00	\$1,180,790.00	\$7,871,934.00	17.68%	41.20%	\$102.00	1

**FY2010-11 BUILDING EXCELLENT SCHOOLS TODAY
APPLICATION SUMMARIES**

**LIST OF APPLICATIONS WITH MATCHING FUNDS FROM 2009 BOND
ELECTIONS OR PROPOSED 2010 BOND ELECTIONS**



**DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION
ASSISTANCE**

JUNE 2010

BEST FY10-11 APPLICATION SUMMARIES

List of Applications With Matching Funds from 2009 Bond Proceeds or Proposed 2010 Bond Elections

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
423	0.85	ADAMS	CORRIDOR COMMUNITY ACADEMY	New PK-6 School	\$4,847,909.00	\$599,179.00	\$5,447,089.00	5.90%	82.50%	\$259	1
403	1.00 / 0.87	ADAMS	MAPLETON 1	SUPPLEMENTAL Campus Improvements, Renovations, Additions	\$42,987,846.00	\$10,746,961.00	\$53,734,808.00	45.68%	86.30%	\$176	1
89	1.50	ADAMS	MAPLETON 1	Restore Roofs at Multiple Sites	\$606,992.80	\$151,748.20	\$758,741.00	49.29%	103.30%	\$6	2
480	0.61	ADAMS	MAPLETON 1	PK-12 Safety & Security Upgrades	\$6,009,011.00	\$1,502,252.00	\$7,511,264.00	63.91%	131.00%	\$87	3
550	0.40	ADAMS	MAPLETON 1	Districtwide Safety/Security	\$8,954,680.00	\$2,238,670.00	\$11,193,350.00	47.42%	91.18%	\$28	4
519	0.52	CHAFFEE	SALIDA R-32	HS Replacement	\$16,234,914.00	\$23,362,437.00	\$39,597,352.00	74.83%	114.00%	\$323	1
501	0.59	CHAFFEE	SALIDA R-32	ES Replacement	\$7,705,401.00	\$11,088,260.00	\$18,793,661.00	89.18%	128.00%	\$327	2
560	0.39	EL PASO	FALCON 49	MS Renovation and Addition	\$9,214,887.00	\$8,506,050.00	\$17,720,937.00	44.05%	88.90%	\$152	1
320	1.70	EL PASO	PEYTON 23 JT	Junior High Addition to HS	\$3,054,054.00	\$2,601,602.00	\$5,655,657.00	42.11%	52.60%	\$247	1
256	4.10	EL PASO	PEYTON 23 JT	HS VoTech Addition	\$421,044.48	\$358,667.52	\$779,712.00	8.40%	13.50%	\$247	2
429	0.79	ELBERT	ELBERT 200	PK-12 School Replacement	\$16,296,655.00	\$3,577,314.00	\$19,873,970.00	46.71%	69.90%	\$262	1

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
395	0.89	FREMONT	FLORENCE RE-2	ES Renovations and Addition	\$9,311,358.00	\$3,803,230.00	\$13,114,589.00	70.08%	89.90%	\$153	1
204 / 599	1.90 / 0.25	FREMONT	FLORENCE RE-2	ES Misc Renovations-HVAC, Restrooms, ADA, Tuck pointing and Water Infiltration	\$624,249.56	\$197,131.44	\$821,381.00	37.91%	62.90%	\$9	2
141 / 587	1.60 / 0.28	LARIMER	POUDRE R-1	Fire Alarm Replacement at Multiple Sites	\$579,552.62	\$680,344.38	\$1,259,897.00	51.43%	68.90%	\$1	1
569	0.35	MONTROSE	WEST END RE-2	New PK-12 School	\$18,149,670.00	\$9,349,830.00	\$27,499,500.00	58.85%	80.70%	\$294	1
381	0.97	PARK	LAKE GEORGE CHARTER SCHOOL	New PK-6 School	\$6,488,532.00	\$969,550.00	\$7,458,083.00	82.82%	105.00%	\$338	1
438	0.78	PROWERS	HOLLY RE-3	New PK-12 School Facility	\$25,064,111.00	\$3,417,833.00	\$28,481,945.00	45.97%	68.75%	\$269	1
498	0.61	PUEBLO	PUEBLO RURAL 70	HS Classroom Addition	\$2,024,733.00	\$1,189,129.00	\$3,213,863.00	6.72%	35.30%	\$184	1
250	1.90	PUEBLO	PUEBLO RURAL 70	Exterior Door Monitoring for Security	\$77,588.28	\$45,567.72	\$123,156.00	49.50%	63.00%	\$39	2
641	0.13	SAGUACHE	CENTER 26 JT	ES Replacement	\$26,759,322.00	\$4,722,233.00	\$31,481,555.00	35.71%	39.90%	\$241	1
577	0.34	WASHINGTON	AKRON R-1	Replace ES/JRHS & HS With PK-12 School	\$16,389,645.00	\$7,712,774.00	\$24,102,420.00	64.08%	78.80%	\$233	1
544	0.44	WASHINGTON	OTIS R-3	Major Jr/Sr HS Renovation	\$9,657,068.00	\$2,884,578.00	\$12,541,647.00	67.68%	98.00%	\$249	1

**FY2010-11 BUILDING EXCELLENT SCHOOLS TODAY
BEST CASH GRANTS**

**SORTED BY PROJECT RANK
(SUPPLEMENTAL, HEALTH AND SAFETY ISSUES, RELIEVING OVERCROWDING,
TECHNOLOGY UPGRADES AND ALL OTHERS)**



**DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION
ASSISTANCE**

JUNE 2010

BEST FY10-11 APPLICATION SUMMARIES

All Applications for BEST Cash Grants Sorted by Project Rank

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
68	1.00	LAS ANIMAS	TRINIDAD 1	SUPPLEMENTAL Replace HS Exterior Doors	\$101,250.40	\$25,312.60	\$126,563.00	56.50%	65.50%	\$0.00	1
71	1.30	LAKE	LAKE R-1	MS Boiler Replacement	\$308,000.00	\$242,000.00	\$550,000.00	36.41%	43.30%	\$3.00	1
74	1.30	LINCOLN	LIMON RE-4J	HS RTUs Replacement	\$54,609.92	\$30,718.08	\$85,328.00	27.90%	33.40%	\$1.00	1
77 / 435	1.30	MONTROSE	MONTROSE RE-1J	MS HVAC Upgrade	\$560,560.00	\$440,440.00	\$1,001,000.00	51.78%	70.80%	\$12.00	2
80	1.30	MONTROSE	MONTROSE RE-1J	ES HVAC Upgrades	\$246,400.00	\$193,600.00	\$440,000.00	48.15%	75.10%	\$14.00	4
83	1.30	OTERO	EAST OTERO R-1	HS Gym/Pool RTUs & HVAC Controls Replacement	\$179,503.50	\$29,221.50	\$208,725.00	36.87%	48.20%	\$4.00	1
86	1.30	OTERO	FOWLER R-4J	HS Welding Station Exhaust System Replacement	\$285,742.00	\$0.00	\$285,742.00	49.68%	62.00%	\$37.00	1
89	1.50	ADAMS	MAPLETON 1	Restore Roofs at Multiple Sites	\$606,992.80	\$151,748.20	\$758,741.00	49.29%	103.30%	\$6.00	2
93 / 303	1.50	ADAMS	WESTMINSTER 50	MS Roof Replacement	\$898,265.28	\$283,662.72	\$1,181,928.00	65.51%	81.60%	\$14.00	1
96	1.50	ADAMS	WESTMINSTER 50	ES Roof Replacement	\$401,595.40	\$126,819.60	\$528,415.00	70.93%	106.00%	\$16.00	2
99	1.50	CHAFFEE	SALIDA R-32	MS Roof Replacement	\$185,833.32	\$267,418.68	\$453,252.00	10.70%	25.40%	\$7.00	3
102	1.50	CONEJOS	NORTH CONEJOS RE-1J	ES Partial Roof Replacement	\$240,240.00	\$60,060.00	\$300,300.00	45.94%	79.00%	\$18.00	1

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
105	1.50	EL PASO	JAMES IRWIN CHARTER MIDDLE SCHOOL	Roof Replacement	\$643,280.00	\$160,820.00	\$804,100.00	26.31%	28.80%	\$4.00	1
109	1.50	HUERFANO	LA VETA RE-2	ES & HS Roof Replacements/Bat & Pigeon Dropping Abatement	\$161,880.18	\$223,548.82	\$385,429.00	28.38%	51.95%	\$13.00	1
113	1.50	LAS ANIMAS	TRINIDAD 1	Partial MS Roof Replacement	\$87,852.60	\$9,761.40	\$97,614.00	59.85%	75.00%	\$14.00	3
116	1.50	MONTROSE	MONTROSE RE-1J	HS Partial Roof Replacement	\$46,200.00	\$36,300.00	\$82,500.00	20.61%	43.90%	\$13.00	1
119	1.50	OTERO	EAST OTERO R-1	ES Roof Replacement	\$175,476.98	\$28,566.02	\$204,043.00	29.62%	29.60%	\$15.00	2
123	1.50	OTERO	EAST OTERO R-1	MS Roof Replacement	\$185,704.10	\$30,230.90	\$215,935.00	7.42%	33.70%	\$8.00	3
126	1.50	OTERO	EAST OTERO R-1	Partial HS Roof Replacement	\$127,157.02	\$20,699.98	\$147,857.00	36.87%	48.20%	\$12.00	4
129 / 317	1.60	BOULDER	ST VRAIN RE 1J	HS ACM Abatement and New Fire Sprinkler	\$1,010,880.78	\$1,052,141.22	\$2,063,022.00	48.72%	62.10%	\$63.00	1
132	1.60	EL PASO	COLORADO SPRINGS 11	HS Fire Separation and Fire Sprinkler	\$314,902.50	\$257,647.50	\$572,550.00	50.25%	61.50%	\$6.00	1
135	1.60	EL PASO	COLORADO SPRINGS 11	MS Fire Sprinkler	\$284,350.00	\$232,650.00	\$517,000.00	50.33%	57.60%	\$4.00	2
138	1.60	GRAND	WEST GRAND 1-JT	Fire Alarm Upgrade	\$19,768.20	\$46,125.80	\$65,894.00	39.69%	42.30%	\$1.00	1
141 / 587	1.60	LARIMER	POUDRE R-1	Fire Alarm Replacement at Multiple Sites	\$579,552.62	\$680,344.38	\$1,259,897.00	51.43%	68.90%	\$1.00	1
153	1.60	LINCOLN	KARVAL RE-23	Fire Alarm Upgrade	\$21,070.43	\$27,930.57	\$49,001.00	53.43%	62.10%	\$2.00	1

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
156	1.60	OTERO	EAST OTERO R-1	Replace Primary School Fire Alarm	\$43,516.00	\$7,084.00	\$50,600.00	33.02%	79.90%	\$2.00	5
159	1.60	OTERO	EAST OTERO R-1	ES Fire Alarm Replacement	\$43,516.00	\$7,084.00	\$50,600.00	29.62%	29.60%	\$2.00	6
162	1.60	OTERO	FOWLER R-4J	Jr/Sr HS Fire Alarm Upgrade	\$73,026.00	\$0.00	\$73,026.00	49.68%	62.00%	\$1.00	2
166 / 626	1.90	ARAPAHOE	ADAMS-ARAPAHOE 28-J	Multiple Facility Electronic Lock Replacement	\$744,040.00	\$234,960.00	\$979,000.00	35.46%	51.15%	\$0.00	2
173	1.90	ARAPAHOE	ADAMS-ARAPAHOE 28-J	HS Stage Rigging Replacement	\$334,400.00	\$105,600.00	\$440,000.00	16.48%	20.90%	\$139.00	3
177	1.90	ARAPAHOE	ENGLEWOOD 1	ES Ceiling Replacement	\$125,906.50	\$125,906.50	\$251,813.00	50.39%	63.40%	\$6.00	1
180	1.90	ARAPAHOE	ENGLEWOOD 1	MS Emergency Lighting and Bus Drop-Off Renovations	\$238,936.50	\$238,936.50	\$477,873.00	20.73%	46.50%	\$100.00	3
183	1.90	ARAPAHOE	ENGLEWOOD 1	PreSchool & Admin Parking Renovation	\$51,625.50	\$51,625.50	\$103,251.00	62.66%	94.40%	\$10.00	4
186 / 637	1.90	ARAPAHOE	SHERIDAN 2	ES Security Renovations to Control Access	\$813,780.64	\$256,983.36	\$1,070,764.00	14.59%	39.20%	\$286.00	2
190 / 450	1.90	ARAPAHOE	SHERIDAN 2	HS Security Renovations to Control Access	\$905,617.52	\$285,984.48	\$1,191,602.00	53.92%	58.10%	\$96.00	3
195 / 455	1.90	ARAPAHOE	SHERIDAN 2	Security Camera, Intercom, Access Control at Multiple Locations	\$649,241.40	\$205,023.60	\$854,265.00	26.91%	46.66%	\$2.00	4
201	1.90	EL PASO	HARRISON 2	Ed Center/Alternative HS Intercom System	\$79,710.40	\$19,927.60	\$99,638.00	25.94%	41.80%	\$1.00	3
204 / 599	1.90	FREMONT	FLORENCE RE-2	ES Misc Renovations-HVAC, Restrooms, ADA, Tuck pointing and Water Infiltration	\$624,249.56	\$197,131.44	\$821,381.00	37.91%	62.90%	\$9.00	2

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
209	1.90	GUNNISON	MARBLE CHARTER SCHOOL	Enclosed Connecting Walkway Between 2 Buildings	\$177,768.69	\$1,438,310.31	\$1,616,079.00	41.71%	130.00%	\$218.00	1
213	1.90	HUERFANO	HUERFANO RE-1	HS ADA Upgrades	\$402,594.85	\$164,440.15	\$567,035.00	45.96%	50.50%	\$12.00	1
217 / 357	1.90	JEFFERSON	JEFFERSON R-1	State Required Waste Water Improvements	\$886,679.60	\$1,330,019.40	\$2,216,699.00	28.81%	36.90%	\$13.00	1
220	1.90	JEFFERSON	JEFFERSON R-1	Water Quality Improvements	\$169,400.00	\$215,600.00	\$385,000.00	46.01%	46.00%	\$9.00	2
223	1.90	LAS ANIMAS	TRINIDAD 1	Replace MS Mercury Containing Tartan Gym Floor	\$161,895.20	\$8,520.80	\$170,416.00	59.85%	75.00%	\$18.00	2
226	1.90	LAS ANIMAS	TRINIDAD 1	MS Elevator Fire Code Upgrades	\$13,092.30	\$1,454.70	\$14,547.00	59.85%	75.00%	\$110.00	4
229	1.90	LAS ANIMAS	TRINIDAD 1	MS Exterior Door Monitoring for Security	\$42,943.50	\$4,771.50	\$47,715.00	59.85%	75.00%	\$0.00	5
232	1.90	LAS ANIMAS	TRINIDAD 1	HS Exterior Door Monitoring for Security	\$23,500.80	\$2,611.20	\$26,112.00	56.50%	65.50%	\$107.00	5
235	1.90	LAS ANIMAS	TRINIDAD 1	Relocate Cooler Compressors	\$15,861.60	\$3,965.40	\$19,827.00	5.90%	9.30%	\$4.00	6
238	1.90	LINCOLN	GENOA-HUGO C113	Parking Lot and Designated Bus Staging and Unloading Area	\$175,344.00	\$43,836.00	\$219,180.00	49.32%	53.40%	\$4.00	2
241	1.90	LINCOLN	LIMON RE-4J	ES Gutters and Downspouts	\$7,155.20	\$4,024.80	\$11,180.00	27.90%	33.40%	\$0.00	2
244	1.90	MESA	MESA VALLEY 51	Install Electronic Locks at Multiple Facilities	\$46,246.07	\$61,302.93	\$107,549.00	12.38%	28.10%	\$0.00	2
247	1.90	MONTROSE	MONTROSE RE-1J	MS Wood Shop Dust Collection Upgrade	\$26,658.24	\$20,945.76	\$47,604.00	47.54%	63.30%	\$14.00	3

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
250	1.90	PUEBLO	PUEBLO RURAL 70	Exterior Door Monitoring for Security	\$77,588.28	\$45,567.72	\$123,156.00	49.50%	63.00%	\$39.00	2
253	1.90	SAGUACHE	MOFFAT 2	Replace Hardwood Gym Floor at PK-12 School	\$80,751.28	\$49,492.72	\$130,244.00	41.21%	51.50%	\$17.00	1
256	4.10	EL PASO	PEYTON 23 JT	HS VoTech Addition	\$421,044.48	\$358,667.52	\$779,712.00	8.40%	13.50%	\$247.00	2
261	4.20	EL PASO	HARRISON 2	Replace ES Boilers	\$196,502.40	\$49,125.60	\$245,628.00	28.57%	37.60%	\$4.00	1
264	4.20	EL PASO	HARRISON 2	ES Boiler Replacement	\$172,918.40	\$43,229.60	\$216,148.00	19.76%	32.40%	\$3.00	2
267	4.20	LAS ANIMAS	TRINIDAD 1	Upgrade HVAC to Provide Fresh Air	\$196,604.40	\$10,347.60	\$206,952.00	50.80%	64.60%	\$14.00	1
270	4.40	ARAPAHOE	ENGLEWOOD 1	ES ADA Elevator & Bus Drop-Off	\$140,043.00	\$140,043.00	\$280,086.00	48.29%	60.40%	\$0.00	2
273	4.40	LINCOLN	GENOA-HUGO C113	ADA and Violations Correction	\$41,798.40	\$10,449.60	\$52,248.00	49.32%	53.40%	\$6.00	1
276	4.80	EL PASO	COLORADO SPRINGS 11	Asbestos Abatement - Multiple Auditoriums	\$210,116.50	\$171,913.50	\$382,030.00	49.55%	56.80%	\$30.00	3
280	4.80	LA PLATA	IGNACIO 11 JT	Asbestos Abatement at Multiple Facilities	\$25,227.93	\$39,459.07	\$64,687.00	65.11%	102.00%	\$9.00	1
283	4.90	JEFFERSON	ROCKY MOUNTAIN ACADEMY OF EVERGREEN	Complete Unfinished Space and Add Fire Sprinkler	\$359,257.50	\$359,257.50	\$718,515.00	6.73%	56.00%	\$82.00	1
287	4.90	KIT CARSON	BURLINGTON RE-6J	Security Cameras to Protect Property from Vandalism	\$10,759.68	\$6,052.32	\$16,812.00	56.71%	64.70%	\$4.00	1
290	4.90	KIT CARSON	STRATTON R-4	Security Cameras to Protect Property from Vandalism	\$9,406.20	\$6,270.80	\$15,677.00	43.73%	59.30%	\$3.00	1

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
293	4.90	MONTROSE	MONTROSE RE-1J	ES Perimeter Fencing	\$10,584.00	\$8,316.00	\$18,900.00	2.61%	20.10%	\$2.00	5

-Glossary of Terms Used-

Gross square feet (GSF)

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

Current Replacement Value (CRV)

Current Replacement Value (CRV) represents the hypothetical total cost of rebuilding or replacing an existing facility in current dollars to its optimal condition (excluding auxiliary facilities) under current codes and construction standards.

Condition Budget

Condition budgets are the rough order-of-magnitude budgeted costs to make partial or full replacement of expired systems, costs for out-of-cycle repair adjustments and costs for condition, suitability and sufficiency deficiencies. Because project costs typically include budget elements in addition to condition repair costs of a current facility, i.e., modernization upgrade items, area sufficiency items, etc., the total order-of-magnitude condition repair costs can exceed the current replacement value (CRV).

Facility Condition Index (FCI)

The facility condition index (FCI) measures the estimated cost of the current year repair and replacement deficiencies, including recommended modernization improvements and grandfathered code issues, divided by the projected replacement value (CRV) of the facility replaced to contemporary construction standards and design best practices. The result of this division is an index, generally expressed as a percentage, which is the FCI. The higher the FCI, the poorer the relative condition of the facility.

Energy Budget

The energy budget represents recommended costs to improve the energy efficiency of the school.

Suitability Budget

The suitability budget represents modernization costs to upgrade the school to meet current educational and safety standards.

Residual Service Life Index (RSLI)

The residual service life index represents the estimated remaining service life of a school or facility based on a 50-year design life compared to its original construction date.

Colorado Facility Index (CFI)

CFI is the ratio of condition needs plus suitability needs plus energy audit needs to Current Replacement Value (CRV).

Condition Score

The Condition Score shows how worn-out the school is. It's on a one-to-five scale, where a building near the end of its expected useful life would have a score of '1' and a new building would have a '5' score. An 'N/A' score means 'No Data'.

Energy Score

The Energy Score represents how energy-efficient the school is, with 5 representing the best efficiency.

Suitability Score

The Suitability Score represents how well the school compares to the CDE Construction Guidelines and other generally accepted criteria guidelines for that school's programs, ranked on a scale from 1 to 5, with 5 being best and representing conformance to the guidelines.

School Score

This will be the overall score which will be derived from the combination of other scores. This has yet to be determined and should not be used as an evaluative tool.

Q#xxxx

This Q# references a condition criteria question from the assessment and what comment made on that specific condition.

-Facilities Affected By This Grant Application-

Trinidad 1 – Trinidad High School – Replace egress/ingress issue at doors

Number of Buildings:	5
All or Portion built by WPA:	No
Gross Area (SF):	137,920
Replacement Value:	\$32,251,695
Condition Budget:	\$18,222,208
Total FCI:	56.50%
Energy Budget:	\$0
Suitability Budget:	\$2,902,400
Total RSLI:	6%
Total CFI:	65.5%
Condition Score:	2.18
Energy Score: (20%)	3.60
Suitability Score: (40%)	4.34
School Score:	3.33



Q#163- Exterior door frames and glazing are in poor condition and some of the components are damaged. Rated a 2.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: TRINIDAD 1 **Project Rank:** 1.00
County: LAS ANIMAS **Applicant Priority #:** 1
Project Title: SUPPLEMENTAL Replace HS Exterior Doors

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Replace Egress doors at the High Schoo | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

As the result of the Trinidad High School's in ability to secure the building and its egress doors it was deemed necessary to replace the door hardware in the 2009-2010 Best Grant Cycle. The district was awarded the grant and delayed in order to complete the CDE statewide assessment of all of our facilities. After the assessment the scope of the project went from replacing the doors hardware to replacing the doors and the hadrware. As a result of the scope change and a conversation with Cheryl H and our RTA representative the project was moved to the next cycle.

Issue: Other

Deficiencies Associated with this Issue:

The Trinidad School District High School can not secure its building in a lock down situation due to the condition of the doors and the door hardware for each of its entry doors. The doors are often times secured with a paddle lock in order to provide a lock down secured building

Proposed Solution to Address the Deficiencies Listed Above:

It was deemd necessary to replace all of the entry doors and the door hardware in oder to correct the deficiency that exist on this project. The project was moved to the current new cycle due to the increased scope. As as result of the scope change its is required that we resubmit the project for this new cycle

How Urgent is this Project:

The project was moved to the current new cycle due to the increased scope. It is necessary that the doors and hardware be replaced ot remove the safety issues that remain.

What is the Cost Associated with this Project:

115058

How Does this Project Conform with the Construction Guidelines:

In order to promote safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable Local, State and Federal, codes, laws and regulations and provide accessible facilities for the handicapped and disabled this project is needed.

How does the Applicant plan to Maintain this Project if it is Awarded:

The district has recently completed a facilities master plan that will put in place a plan for the district to correct the deficiencies that exist in our district including this project

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$3900

CDE Comments:

Funded FTE Count:	1,500	Bonded Debt Approved:	\$7,175,000
Assessed Valuation:	\$150,397,400.00	Year Bonded Election Approved:	2000
PPAV:	\$100,298.37	Bonded Debt Failed:	\$2,400,000
Bonded Debt:	\$5,495,000.00	Year Bond Election Failed:	2007
Total Bonding Capacity:	\$30,079,480.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	18.27%	Median Household Income:**	\$16,898.00
Bond Capital Remaining:	\$24,584,480.00	Free or Reduced Lunch %:	59.68%
Existing Bond Mill Levy:	3.837	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No

If it's a Charter School, Where will the Facility Revert To:

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$101,250.40	Affected Sq Ft:	137,920
Current Project Match:	\$25,312.60	Master Plan Complete:	Yes
Current Total Project Cost:	\$126,563.00	CDE Minimum Match Percent:	40
Previous Grant Awards:	\$0.00	Actual Match Provided:	20
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	56.50%
Future Matches:	\$0.00	CFI:	65.50%
Total for all Phases:	\$115,058.00	Inflation:	0
Cost Per Sq Ft:	\$0.00		
Cost Per Pupil:	\$338.00	Davis- Bacon Wage Requirement:	

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Lake County R-1 – Lake County Middle School - Boiler Replacement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	142,616
Replacement Value:	\$39,123,008
Condition Budget:	\$14,246,548
Total FCI:	36.41%
Energy Budget:	\$49,916
Suitability Budget:	\$2,638,500
Total RSLI:	26%
Total CFI:	43.3%
Condition Score: (60%)	0.00
Energy Score: (0%)	1.55
Suitability Score: (40%)	4.25
School Score:	TBD



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: LAKE R-1

Project Rank: 1.30

County: LAKE

Applicant Priority #: 1

Project Title: MS Boiler Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The boiler at the middle school is the original system. Over the past few years it has been repaired multiple times. We replace one whole section with an old boiler that was removed from Pitts Elementary when a large crack occurred a few years ago. In terms of maintenance for our buildings and the former Master Plan, this boiler has been due for replacement.

The pipes are leaking, the water tank is leaking the boiler has cracks that have been repaired but continue to leak. In addition, the swimming pool system may be affecting the copper and galvanized piping as the colors are changing and corrosion occurring. We are concerned about the safety of the system, inefficient function, and the eminent risk of the boilers braking dwon completely. The system does not have glycol and will freeze completely if the boilers are not functioning.

Issue: Boiler Replacement

Deficiencies Associated with this Issue:

Several sections of boilers leaking after replacements over the past 3-4 years. This is the original boiler system for the building. Engineer evaluated the boilers and advised replacement. The state assessment also advised replacement of the system. In addition, the motor bearings have had to be replaced and the loop system was repaired for over \$20,000 in the past few years. With all the multiple fixes, it is not cost effective to continue to repair a failing system.

Proposed Solution to Address the Deficiencies Listed Above:

Solution: Complete engineering of project, remove asbestos, install 4 thermific forced draft boilers, install controls.

Maintain the boiler system over time.

Work with the park's department to assure that the swimming pool is not having a negative affect on the metal piping and if so, solve the problem along with the installation of a new system.

How Urgent is this Project:

Immediate: Pipes are corroding--please note the deterioration in photos of all metal. The boilers are leaking and repairs are no longer able to address the problems. The school will need this fully functioning system to begin the school year of 2010.

What is the Cost Associated with this Project:

\$500,000

How Does this Project Conform with the Construction Guidelines:

5.1.8. Evaluating energy costs holistically by determining the cost of high performance strategies versus long term cost savings;

The school district will evaluate the efficiency or lack of efficiency of current system and select a system that give cost savings.

5.1.10. Utilize energy efficient and or renewable energy strategies; (Replacement will provide the energy efficiency.)

5.1.11. Metering of all utilities with the ability to sub meter selected systems to manage utility usage;

5.1.12. Evaluate necessary building materials and systems and consider holistic design solutions that serve multiple purposes;

5.1.13. Evaluation of utility bills to determine efficiency of facilities;

5.1.14. Investigating performance contracting potentials; impact offsite

How does the Applicant plan to Maintain this Project if it is Awarded:

Lake County is in the process of developing and revising our Master Plan. In the Master plan will be a long range plan for replacement of systems in each facility.

The maintenance budget for annual upkeep of the system will be including and has been over the years in the district.

Our maintenance budget will include \$25,000 for annual maintenance and/or repair of our heating systems.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

25,000

CDE Comments:

DUE TO THE LACK OF GLYCOL IN THE SYSTEM, IF THE BOILER FAILS PIPES COULD FREEZE AND CAUSE OTHER DAMAGE TO THE BUILDING.

Funded FTE Count:	1,077	Bonded Debt Approved:	\$2,000,000
Assessed Valuation:	\$94,093,301.00	Year Bonded Election Approved:	2003
PPAV:	\$87,366.11	Bonded Debt Failed:	\$2,500,000
Bonded Debt:	\$630,000.00	Year Bond Election Failed:	2008
Total Bonding Capacity:	\$18,818,660.20	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	3.35%	Median Household Income:**	\$18,524.00
Bond Capital Remaining:	\$18,188,660.20	Free or Reduced Lunch %:	63.89%
Existing Bond Mill Levy:	1.86	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$308,000.00	Affected Sq Ft:	142,616
Current Project Match:	\$242,000.00	Master Plan Complete:	No
Current Total Project Cost:	\$550,000.00	CDE Minimum Match Percent:	44
Previous Grant Awards:	\$0.00	Actual Match Provided:	44
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	36.41%
Future Matches:	\$0.00	CFI:	43.30%
Total for all Phases:	\$500,000.00	Inflation:	0
Cost Per Sq Ft:	\$3.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$1,428.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Limon Re-4J - Limon High School - HVAC System

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	136,614
Replacement Value:	\$37,109,442
Condition Budget:	\$10,353,101
Total FCI:	27.90%
Energy Budget:	\$0
Suitability Budget:	\$2,034,700
Total RSLI:	31%
Total CFI:	33.4%
Condition Score:	3.61
Energy Score: (20%)	4.10
Suitability Score: (40%)	4.56
School Score:	4.09



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: LIMON RE-4J

Project Rank: 1.30

County: LINCOLN

Applicant Priority #: 1

Project Title: HS RTUs Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

In December of 2008 we experienced problems with two HVAC units over the high school. During repairs it was found that the units had cracked heat exchangers, and as a result the units had to be replaced. We have thirteen (13) additional units that were installed at the same time. The HVAC units were installed in 1996 at a considerable savings to the district because the units were used. All the units, but two, had been in service for at least 8 years prior to their being placed back into service at Limon. Our concern is that more of the units will have cracked heat exchangers as the life and service for the units is very similar.

Of the 16 rooms used for educational instruction in the high school 13 are heated by the units in question. When the filters were recently replaced the staff inspected what part of the exchangers that was visible without removing the exchangers and they had several units that were tagged for further inspection this spring because of what they observed.

We are a district that is in declining enrollment and that had to release 17 positions between 2004 and 2007 to stabilize its financial condition. This year we are again in the process of reducing the administration and teaching staff, this time by five positions. That will put our current instructional staff at 38.5 individuals. As you can see we have made some serious cuts for a school our size and yet as economic conditions persist we are looking at cutting additional programs next year to remain financially sound.

The reality is that we do not have funds for improvements; we are stretching the dollar as far as it will go and we still continue to have to move projects to the future hoping to have funds to complete those activities. We are prioritizing our facility repairs hoping that some of the activities that we are delaying are not going to cost us in the long run because we did not have the funds to address them when they should be addressed. The units to be replaced over the high school are Rheem and Rudd 2 (two) ton units. To minimize cost we will install Rheem 2 (two) ton units that will match current duct work and the footprint for the base of the units to be removed. Programmable thermostats will be installed to allow the systems to be set back when not required. The replacement of the rooftop units will not change the architectural or constructional standards of the facility, it will increase the functionality because of the economizer that will be installed on units and the newer units are more efficient. This will help to reduce the utility cost that the district pays.

We have had a maintenance contract with Plains Heating to service the units each year along with the two filter changes that the district maintenance staff performs. If we are looking at a large number of the units showing cracked heat exchangers the time for replacement would be this summer before they are needed for heating in the fall. If units are found with cracked heat exchangers this summer they will be flagged by the maintenance company and will have to be replaced because of the health hazard.

We did complete an upgrade to our fire system that was partially funded by a BEST Grant that was an unexpected cost of over \$57,000 to the district last year.

Issue: HVAC

Deficiencies Associated with this Issue:

The life and condition of 13 HVAC units require their replacement because of cracked heat exchangers and the potential health hazard association with that. The summer inspection is going to have several more units labeled as a health hazard and they will be red flagged by our inspection provider and will not be able to use those units or the classroom that they provide heat to until the units are replaced.

Proposed Solution to Address the Deficiencies Listed Above:

We would replace the existing units with new Rheem HVAC units that would match current duct work and would attach to the current footprint and would not change architectural or constructional standards. This would give the high school safe heating and air conditioning with a more efficient unit and provide a cost savings to the district.

How Urgent is this Project:

The project needs to be a summer project so we do not lose instructional facilities during the winter because of lack of heat in rooms.

What is the Cost Associated with this Project:

\$77571

How Does this Project Conform with the Construction Guidelines:

3. SECTION ONE- Promote safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable Local, State, and Federal, codes, laws and regulations and provide accessible facilities for handicapped and disabled.

3.11 A safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55. The mechanical system shall be designed, maintained and installed utilizing current State and Federal building codes.

5.1.17 Replacement of old inefficient mechanical systems with new energy efficient systems. Provide controls that monitor the efficiency of the

mechanical system and control temperature range of facilities during low/non-use periods and after operating hours.

How does the Applicant plan to Maintain this Project if it is Awarded:

We have a maintenance contract with our local Heating and Air Conditioning Company that performs the maintenance and inspections of our systems. I will suggest to the board that we continue this arrangement even if they are not awarded the bid because they can provide immediate service to our systems. The district's maintenance staff does perform the filter replacement in our Heating and Air Conditioning systems. We will continue to budget for capital projects to maintain the plants operating condition.

We will budget \$7000 per year for 15 years to build a reserve to fund the replacement at the end of the projects life expectancy.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$7000 for 15 years

CDE Comments:

LIMON SCHOOL DISTRICT PURCHASED THE CURRENT ROOF TOP UNITS IN A "USED" CONDITION SEVERAL ADMINSTRATIONS AGO FROM A SITE THAT WAS REPLACING THESE WITH LARGER UNITS AND WERE PURCHASED AT A CONSIDERABLE SAVINGS. THE UNITS HAVE BEGUN TO SHOW SIGNS OF DEFICIENCY WHICH HAS ALERTED THE SCHOOL DISTRICT TO TAKE PROACTIVE MEASURES IN PREPARATION FOR THE UPCOMING HEATING SEASON.

Funded FTE Count:	452	Bonded Debt Approved:	\$2,490,000
Assessed Valuation:	\$39,194,631.00	Year Bonded Election Approved:	1999
PPAV:	\$86,713.79	Bonded Debt Failed:	
Bonded Debt:	\$2,225,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$7,838,926.20	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	28.38%	Median Household Income:**	\$14,859.00
Bond Capital Remaining:	\$5,613,926.20	Free or Reduced Lunch %:	39.78%
Existing Bond Mill Levy:	5.508	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$54,609.92	Affected Sq Ft:	43,563
Current Project Match:	\$30,718.08	Master Plan Complete:	No
Current Total Project Cost:	\$85,328.00	CDE Minimum Match Percent:	36
Previous Grant Awards:	\$0.00	Actual Match Provided:	36
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	27.90%
Future Matches:	\$0.00	CFI:	33.40%
Total for all Phases:	\$77,571.00	Inflation:	1
Cost Per Sq Ft:	\$1.00		
Cost Per Pupil:	\$484.00	Davis- Bacon Wage Requirement:	

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Montrose Re-1J – Centennial Middle School – HVAC

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	100,800
Replacement Value:	\$26,655,408
Condition Budget:	\$13,801,471
Total FCI:	51.78%
Energy Budget:	\$35,280
Suitability Budget:	\$5,038,400
Total RSLI:	20%
Total CFI:	70.8%
Condition Score:	2.41
Energy Score: (20%)	2.80
Suitability Score: (40%)	4.07
School Score:	3.15



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: MONTROSE RE-1J

Project Rank: 1.30

County: MONTROSE

Applicant Priority #: 2

Project Title: MS HVAC Upgrade

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Centennial Middle School (CTMS) was constructed in 1973-1974. In 2005, the elementary school (Johnson Elementary School) that was located to the north of the school was relocated to a new building. At that time, the school district turned the existing elementary school over to Centennial and as part of the 2002 Bond/Sales Tax voter approved program. With the funds from the voter approved program, a remodel of the elementary building occurred. With its completion, the CTMS campus had two (2) buildings (North and South). The smaller north building houses the 8th grade students along with the administration for the school. The total square footage for the entire campus is 82,577. Located on a major side street (South 5th Street) in the City of Montrose, the campus well recognized and known in the community. The school currently houses 6th to 8th grade, and is one of two middle schools in the city of Montrose. The October 2009 student count reported to CDE for Centennial Middle School was 695.5 FTE. At CTMS, the following educational programs are offered to students. Language Arts, Mathematics, Science, History, Applied Technology, Art, Consumer & Family Studies, Counseling, Foreign Language, Geography, Health, Music, Physical Education and Technology. Additionally, the Athletic departments have been outstanding over the past years and are excellent feeder programs for the High School. Furthermore, the Band/Music program is well known in the community and the Jazz band has won several awards over the last years. In relation to maintenance, CTMS is the largest middle school in the RE-1J portfolio. While the building is aging, maintenance requests are average for the district. There have been approximately 145 work orders since January 1, 2010. The south building was not remodeled in its greatest needs in regard to maintenance have been the aging HVAC system. It is not uncommon for the maintenance department to receive 7-10 calls per week on issues with the HVAC system. Additionally, as the campus is used 300+ days per year with not only school district events but outside events as well. It can be noted that complaints occur quite frequently from the outside users about the unregulated heat/cooling issues with the HVAC system.

In the past years, CTMS was the recipient of a few CDE capital construction grants Those grants included a new boiler plant for the south building. Additionally, the roof was replaced by a CDE grant. Additionally, a lighting upgrade occurred thanks to a CDE grant. With this knowledge, the school district is excited about the B.E.S.T. grant program and is looking forward to requesting additional funding from the program for the schools greatest needs. During the 1990's the school district finances were at an all time low. Consequently, the facilities took a "back seat" within the district. Roofs, safety and general upkeep were not a priority. Thus, several buildings suffered from this deferment. Since 2001, the district has taken an aggressive stance in regard to facility maintenance and upkeep. Whenever possible grants for improvements have been applied for. As previous noted, in 2002, a Bond/Sale tax proposal was given to the voters for their approval. It passed with a 2/3 majority and again as noted, CTMS received the remodel of the north building to its campus. Our request for B.E.S.T. funding this 2010 cycle is based upon a need that has there for several years. The HVAC system in the north building is in serious need of an upgrade. Bighorn Engineering has looked at the building and has made its recommendation to the building. They kept in mind the new boiler plant as they were the engineers on that project. They have noted to us that the building is in desperate need of this requested upgrade.

Issue: HVAC

Deficiencies Associated with this Issue:

Centennial Middle School was built in 1974 and comprises about 73,700 ft on a single level including classrooms, gymnasium, and cafeteria. There are nine existing rooftops on the main building and one rooftop unit on the shop building. These units are manufactured by Comfort Zone (model CZH, units are currently over 35 years old) and are original to the building and are heating and ventilating only (no air-conditioning). The rooftop units have exceeded their useful expected lifetimes. ASHRAE (The American Society of Heating, Refrigerating and Air-Conditioning Engineers) would indicate an expected lifetime for these units of 15 years. The three way heating control valves in the units have failed and heating is being controlled manually. The multi-zone control dampers in the units have failed so dampers have been positioned manually and provide no temperature control. The units provide no mechanical air-conditioning so the units are manually started in the evening and allowed to run overnight to purge the building of heat load and then shut off in the morning (during warmer months). The units provide no outside air ventilation which is a code mandate. The units are started and stopped manually by district personnel because the outside air damper controls have failed and are operated manually. The electric control system has failed and the ductwork distribution system is made of fiberglass duct board and has leakage associated with age and joints that have come apart.

Proposed Solution to Address the Deficiencies Listed Above:

The rooftop units will be replaced with new heating and cooling rooftop units.

The new units would have hot water heat and packaged DX cooling. The replacement units would be considered as variable air volume (VAV) units to provide zone control in the building. As the boiler plant was upgraded in 2004 via a CDE Capitol Construction Grant, the system could be tied directly into the existing boiler plant. The existing electrical system appears to have adequate capacity; however, additional electrical distribution would be installed to the rooftop locations to handle the increased load for air conditioning. The control system for the HVAC system would be replaced with a new direct digital control (DDC) system to control all aspects of the mechanical system and provide potential for energy saving routines. The ductwork will be replaced as necessary and also to install new VAV zone boxes for zone temperature control.

How Urgent is this Project:

While the district has managed the issue for several years, we have been working to maintain the current units with much difficulty. We have in the winter months at least 5 work order request for HVAC adjustments/repairs on a daily basis. The frequency this past year has increased significantly. We feel that at this point it is very urgent to replace the units and lessen the disruption of education in the areas being worked on, along with the cost involved to keep these units repaired.

What is the Cost Associated with this Project:

\$910,000.00

How Does this Project Conform with the Construction Guidelines:

This project conforms to the current construction guidelines. The units are similar to, if not the same as, units we currently have installed in several schools in our district that have recently gone through the permitting process. Further, this campus would better comply with the requirements of the Division of Public and Oil Safety.

How does the Applicant plan to Maintain this Project if it is Awarded:

Warranty to be provided, Maintenance is budgeted annually through General Fund Operating budgets. The maintenance budget averages between \$400,000 and \$600,000 per year and covers all expenses related to upkeep and required repairs within the district. Through this fund any items that are not covered by the aforementioned warranties will be take care of.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$30400.00

CDE Comments:

Funded FTE Count:	6,010	Bonded Debt Approved:	\$23,000,000
Assessed Valuation:	\$539,295,585.00	Year Bonded Election Approved:	2002
PPAV:	\$89,725.58	Bonded Debt Failed:	\$13,000,000
Bonded Debt:	\$9,210,000.00	Year Bond Election Failed:	1999
Total Bonding Capacity:	\$107,859,117.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	8.54%	Median Household Income:**	\$17,463.00
Bond Capital Remaining:	\$98,649,117.00	Free or Reduced Lunch %:	54.84%
Existing Bond Mill Levy:	1.562	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$560,560.00	Affected Sq Ft:	73,700
Current Project Match:	\$440,440.00	Master Plan Complete:	No
Current Total Project Cost:	\$1,001,000.00	CDE Minimum Match Percent:	44
Previous Grant Awards:	\$0.00	Actual Match Provided:	44
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	51.78%
Future Matches:	\$0.00	CFI:	70.80%
Total for all Phases:	\$910,000.00	Inflation:	1
Cost Per Sq Ft:	\$12.00		
Cost Per Pupil:	\$1,307.00	Davis- Bacon Wage Requirement:	\$187,500

-Facilities Affected By This Grant Application-

Montrose Re-1j – Northside Elementary School – HVAC

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	40,255
Replacement Value:	\$7,837,357
Condition Budget:	\$3,773,331
Total FCI:	48.15%
Energy Budget:	\$14,089
Suitability Budget:	\$2,095,700
Total RSLI:	24%
Total CFI:	75.1%
Condition Score:	2.59
Energy Score: (20%)	2.25
Suitability Score: (40%)	3.97
School Score:	3.08



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: MONTROSE RE-1J

Project Rank: 1.30

County: MONTROSE

Applicant Priority #: 4

Project Title: ES HVAC Upgrades

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Northside Elementary School (NES) was originally constructed the 60's. In 1984, a classroom and Gym addition were added to the campus along the south portion of the campus. In 2005 a 6 classroom addition was added to the school with the funds from the voter approved program. The school footage for the entire campus is 28,341. NES is located on a small side street within older neighborhood in the City of Montrose. The campus is well known in the community and used quite often by community groups and other organizations. The school currently houses Kindergarten through 5th grade. It also houses a full day kindergarten program. The October 2009 student count reported to CDE for Centennial Middle School was 380.5 FTE. At NES, the following educational programs are offered to students: Reading, Mathematics, Science, History, Art, Music, Physical Education, Computer Lab, Title 1, Gifted and Talented (Quest), ESL and Special Education. In addition to the school and its programs, Northside Elementary houses a School Based Community Health Clinic. This clinic was established to help the community with their health needs and offers free services for those who can't pay. It has been a very positive program for the school. In relation to maintenance, NES is smallest school (in size) within the district. While the building is aging, maintenance requests are average for the district. There have been approximately 74 work orders since January 1, 2010. The greatest needs have been with the HVAC system. The heating only system has been troublesome for some time. It creates inconsistent heating in the older portions of the building. It is not uncommon for the maintenance department to receive several calls each week on issues with the HVAC system. One of the greatest concerns is the safety of the students and staff. Doors have to be kept propped open to keep ventilation flowing in the rooms. In the past years, Northside was the recipient of a few CDE capital construction grant. This grant was a B.E.S.T. grant awarded for the replacement of the roof. With this knowledge, the school district is excited about the B.E.S.T. grant program and is looking forward to requesting additional funding from the program for the schools greatest needs. During the 1990's the school district finances were at an all time low. Consequently, the facilities took a "back seat" within the district. Roofs, safety and general upkeep were not a priority. Thus, several buildings suffered from this deferment. Since 2001, the district has taken an aggressive stance in regard to facility maintenance and upkeep. Whenever possible, grants for improvements have been applied for. As previous noted, in 2002, a Bond/Sale tax proposal was given to the voters for their approval. It passed with a 2/3 majority and again as noted, NES received a six classroom addition. Our request for B.E.S.T. funding this 2010 cycle is based upon a need that has there for several years. The HVAC system is in serious need of an upgrade. Bighorn Engineering has looked at the building and has made its recommendation to the building. This will be our 4th request for this project. The school has suffered for several years without proper ventilation and the safety issues noted. General funds and capitol funds alone are unable to play for this upgrade, thus we are requesting B.E.S.T. funds to make the campus a safe healthy environment.

Issue: HVAC

Deficiencies Associated with this Issue:

Northside Elementary School has three wings and, for the purposes of clarification, will be called south, east and north. The north addition (6700 square feet) was added in 2005 as part of a district bond issue; the east building (9660 square feet) was constructed in about 1968; and the south building (17690 square feet) was built sometime in the 1980's. The east and south buildings are served by a central boiler plant located in the south end of the east building. The boilers are atmospheric appliances and, as such, are only about 64% efficient at altitude. The boilers are over 40 years old are past the end of their published lifetimes. The east building classrooms are served by heating only unit ventilators that date to the original construction. Thru-the-wall air-conditioning units have been added to some of the classrooms. The south building is served by heating only air handlers located in a mechanical mezzanine. These air handlers date to the original construction and have reached the end of their published lifetimes. They do not provide adequate air movement and doors have to be propped open in order to allow air to flow though the classrooms to the hallways. Proper ventilation and safety are the biggest concerns at Northside Elementary School regarding this request for an HVAC upgrade. It is very common for the temperatures in the non-air conditioned parts of the building to reach ninety degrees or more. Additionally, the school is having great difficulty in providing a secure campus because of the temperature challenges faced. Ten of Northside's classrooms have doors with direct access to outside. During the warm and hot months of the school year, these doors are always open; as teachers do the best they can to regulate the temperature. In addition, the staff often has to prop open the doors near the office with outdoor access in the hope of creating a breeze during the warm and hot months. The staff struggle constantly with trying to make sure our campus is secure while still providing an environment that is comfortable for our students.

Proposed Solution to Address the Deficiencies Listed Above:

The existing system will be replaced with new heating and cooling rooftop units (RTU). The replacement units would be considered as variable air volume (VAV) units to provide zone control in the building. The district has used standardized on using packaged rooftop air conditioning units in the other schools constructed in our bond program and this type of system has proven to provide comfort better learning conditions within the schools in our district. Proposed for this project would be four (4) 8.4 ton Lennox L series rooftop units. All the units include hail guards, economizers, barometric relief, smoke detectors and required disconnects. After a review of the existing electrical system, we have determined that it appears to have adequate capacity as it was upgraded via a CDE capitol construction grant in 2003. Based upon the work needed, we have added 10% to the cost of the project for the required electrical work that will be needed. This work is needed to tie the new units/system to the existing electrical service. Additionally, new conduit and wiring are what is needed for that scope of work. Additionally

the control system for the HVAC system would be replaced with a new direct digital control (DDC) system to control all aspects of the mechanical system and provide potential for energy saving routines. This system would allow the system to be computer controlled, thus creating energy saving opportunities and uncompromising adjust ability. New duct work will be installed as necessary throughout the school to accommodate the new system. Furthermore, the system will incorporate new VAV zone boxes for zone temperature control. If these new systems are used, such as RTU's, in lieu of existing the boiler system, a probable construction cost is about \$400,000. This estimate is based upon the study of the system by Bighorn Engineering based out of Grand Junction, Colorado.

How Urgent is this Project:

Concerns regarding the safety of the students and staff will continue and the learning environment of the school will continue to be poor. The security of our students and staff would be much greater if we were fortunate enough to have air conditioning in the entire building.

What is the Cost Associated with this Project:

\$400,000.00

How Does this Project Conform with the Construction Guidelines:

This project conforms to the current construction guidelines. The units are similar to, if not the same as, units we currently have installed in several schools in our district that have recently gone through the permitting process. Further, this campus would better comply with the requirements of the Division of Public Safety.

How does the Applicant plan to Maintain this Project if it is Awarded:

Warranty to be provided. Maintenance is budgeted annually through General Fund Operating budgets. The maintenance budget averages between \$400,000 and \$600,000 per year and covers all expenses related to the upkeep and required repairs within the district. Through this fund any items that are not covered by the aforementioned warranties will be taken care off.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$13400.00

CDE Comments:

Funded FTE Count:	6,010	Bonded Debt Approved:	\$23,000,000
Assessed Valuation:	\$539,295,585.00	Year Bonded Election Approved:	2002
PPAV:	\$89,725.58	Bonded Debt Failed:	\$13,000,000
Bonded Debt:	\$9,210,000.00	Year Bond Election Failed:	1999
Total Bonding Capacity:	\$107,859,117.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	8.54%	Median Household Income:**	\$17,463.00
Bond Capital Remaining:	\$98,649,117.00	Free or Reduced Lunch %:	54.84%
Existing Bond Mill Levy:	1.562	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$246,400.00	Affected Sq Ft:	27,350
Current Project Match:	\$193,600.00	Master Plan Complete:	No
Current Total Project Cost:	\$440,000.00	CDE Minimum Match Percent:	44
Previous Grant Awards:	\$0.00	Actual Match Provided:	44
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	48.15%
Future Matches:	\$0.00	CFI:	75.10%
Total for all Phases:	\$400,000.00	Inflation:	1
Cost Per Sq Ft:	\$14.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$959.00		

-Facilities Affected By This Grant Application-

East Otero R-1 – La Junta High School – HVAC

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	136,351
Replacement Value:	\$35,020,890
Condition Budget:	\$12,912,968
Total FCI:	36.87%
Energy Budget:	\$47,723
Suitability Budget:	\$3,921,000
Total RSLI:	17%
Total CFI:	48.2%
Condition Score:	3.16
Energy Score: (20%)	3.10
Suitability Score: (40%)	1.98
School Score:	2.67



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: EAST OTERO R-1

Project Rank: 1.30

County: OTERO

Applicant Priority #: 1

Project Title: HS Gym/Pool RTUs & HVAC Controls Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The High School Gym/Pool/Classroom/Sports Complex is used in many ways by the students, staff and community. This building is utilized for required accredited classes such as swimming, physical education (PE), womens's fitness (all accredited by the North Central Accreditation), lifeguard training and first-aid (accredited by Red Cross). It is also utilized for weight lifting classes. This building also holds practices and games for volleyball, wrestling, basketball, and practice times for tennis and track (when weather is bad). ACT and school registration (for entire district) is also conducted in this facility. Locker rooms are used for all stated above sports and classes with the addition of football (during season). In conjunction with the City of La Junta, this facility is used for Parks and Recreational basketball, wrestling, and therapeutic and water aerobics classes in the pool area, and other 1A / 2A Southeastern Colorado games and tournaments.

The facility is using the original roof top units that were installed upon the completion of the building in 1980. In December of 2008, we had a lack of heat condition in one area of the facility. Upon servicing this unit, it was discovered that the unit had a 4" to 6" hole in the heat exchanger. These units are equipped with exhaust blowers allowing this unit to force exhaust into the heated air chamber. This exhaust (carbon monoxide CO2) was pumped into our wrestling room, causing a serious Life Safety issue. We immediately had this unit replaced. This unit was paid for out of our Capital Reserve Fund.

Issue: HVAC

Deficiencies Associated with this Issue:

Our maintenance staff, along with a local HVAC Contractor, performed a visual inspection of all the remaining units, seven in all. All seven (7) units were installed when the building was built in 1980. These units contain no Indoor Air Quality Control (IAQ) systems, are 60% efficient and most serious of all, every units heat exchanger is extremely rusted, pitted, and flaking indicating they are likely to fail. Currently we are having our local Fire Department air monitor test more frequently due to this serious concern. The existing control system for the entire building has been bypassed allowing us to have little or no control of the units. The current control system cannot be corrected or repaired. It is a Disk Operating System (DOS) which is no longer manufactured. The CDE Final School Assessment Report, for La Junta High School dated February 5, 2010 pg 50, reflects our RSLI for D30 HVAC is at 1% or at 29 years of a 30 year life expectancy average for the HVAC system and D3050, the package unit, has a life expectancy of 15 years and are now 29 years old.

Proposed Solution to Address the Deficiencies Listed Above:

With the receipt of this grant, we propose to replace all seven (7) of the remaining 1980 model units allowing us to meet the current ASHRAE Standard 55. Each unit will have occupancy based CO2 sensors to monitor Indoor Air Quality (IAQ) in all areas of the facility. Each unit will stand alone in its ability to monitor IAQ. Each unit will have the ability to condition the air adequately for its area of coverage. The new units will meet all current guidelines for fresh air intake. These units will be 25% more efficient than the old ones utilizing 2 stage heating/cooling on all units. We want these units controlled with either a Honeywell webstat JACE (Java Application Control Engine) or a Trane/Tracer Summit Building Automation System (BAS) controlling system for space temperature control and scheduling for occupied and unoccupied hours. We have 2 other facilities using the Honeywell webstat JACE (Java Application Control Engine) controlling system and our High School is controlled by the Trane/Trace Summit Control System. We are very pleased with our ability to monitor and control these other buildings with these systems. During occupied times in the building, the units will operate with the indoor fan running continuously. This operation is necessary for current IAQ sensing and minimum ventilation requirements as required by the Building Codes, which the School District must comply with. The CO2 sensors will monitor the level within the airflow of the building, and when necessary will drive the economizer damper open to bring in outdoor air to mix with building air to lower the CO2 levels. This can occur randomly and does not affect the unit's normal operation. The project has not gone out for bid. The budget was based on a proposal from a local HVAC Contractor who used Honeywell HVAC Control Information and high quality units by Carrier. This local contractor gave us a, not to exceed amount, of \$165,000. However, based on the starting date of August 2010, we are adding a 15% contingency to allow for additional inflation increases and Bond expense. Our bid request will be requiring stated warranties and guarantees, such as, Carrier units have a 10 year warranty on the heat exchangers, a ten year warranty on the compressors, and 5 year warranty on all other parts. There is also a 1 year warranty on all labor and installation. If awarded, the School District will advertise the project for competitive bid as outlined in our Project Management Plan, follow all BEST and CDE Capital Construction Assistance Public Schools Facility Construction Guidelines, and use our own Facilities Manager to over see the project, John Canaday, who has a HVAC background.

How Urgent is this Project:

We feel from the urgency of the health and safety concern, this project would be a very high priority project. Proposed schedule for this project would begin July or August 2010 or sooner depending on approval of grant. Project should be completed no later than November 2010. If approved, it will be put out for competitive bid as outlined in our Project Management Plan.

What is the Cost Associated with this Project:

189,750.00

How Does this Project Conform with the Construction Guidelines:

We believe that our HVAC system is in non-conformity and by addressing this need, it would bring this building back into compliance. As stated previously, these units contain no Indoor Air Quality Control (IAQ) systems, are 60% efficient and most serious of all, every units heat exchange is extremely rusted and pitted indicating they are likely to fail at anytime. The existing control system for the entire building has had to be bypassed allowing us to have little or no control of the units. The current control system cannot be corrected or repaired. It is a Disk Operating System (DOS) which is no longer manufactured. With the grant award we can be in conformity with these sections 3.11. These units will be 25% more efficient than the old ones utilizing 2 stage heating/cooling on all units. These units will be controlled with controlling system for space temperature control and scheduling for occupied and unoccupied hours. 3.11.1 This operation is necessary for IAQ sensing and minimum ventilation requirements as required by the Building Codes, which the School District must comply with. 3.12. Each unit will have occupancy based CO2 sensors to monitor Indoor Air Quality (IAQ) in all areas of the facility. Each unit will stand alone in its ability to monitor IAQ. Each unit will have the ability to condition the air adequately for its area of coverage. This project is not required to conform to the CCABA guidelines based on the following: The value of the building is \$4,000,000.00, the estimated replacement cost is \$8,400,00.00

How does the Applicant plan to Maintain this Project if it is Awarded:

As stated in our CDE Final School Assessment report of Feb 2010, this building was listed with our High School rating and was ranked at an average to above average score. Based on a 50 year life expectancy, this building has a 20 year balance. We do have a preventative maintenance program in place. We also maintain a Capital Reserve Proposed Project(current and future)list that is used to guide us in our yearly Capital Improvements Project selection. We will be referring to the CDE Final School Assessment Report as well. These units will be included in our preventative maintenance plan. They will receive quarterly maintenance checks, filter changes, and inspections. The entire facility will be monitored daily for air quality and temperature. See attached Capital Reserve Proposed Projects Plan. This project will follow the updates of a new \$100,000.00 pool liner that was installed in 2008 with our Capital Reserve Funds. We are just completing the addition of a new \$4,200,000.000 football/soccer/track stadium, which adjoins this facility. This project will be completed when we replace the gym floor in the summer of 2010. This stadium / floor replacement was funded through a Bond Issue passed the fall of 2008. Due to declining enrollment, along with State budget cuts, East Otero School District R-1 School Board has voted to close one of our facilities, redistributing our students from 4 buildings to 3. The building selected to close is our Intermediate School located at 1401 E. 6th St. La Junta, CO. In the fall of 2010, we will be moving our 7th and 8th graders into our High School facility. This will increase our capacity usage ratio. This will increase the usage at our High School Gym Complex as well. East Otero School District / La Junta High School / La Junta Community has every intention of utilizing this facility for many years to come.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$14,700

CDE Comments:

Funded FTE Count:	1,302	Bonded Debt Approved:	\$4,300,000
Assessed Valuation:	\$54,513,872.00	Year Bonded Election Approved:	2008
PPAV:	\$41,853.26	Bonded Debt Failed:	\$4,000,000
Bonded Debt:	\$3,240,000.00	Year Bond Election Failed:	2003
Total Bonding Capacity:	\$10,902,774.40	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	29.72%	Median Household Income:**	\$15,106.00
Bond Capital Remaining:	\$7,662,774.40	Free or Reduced Lunch %:	64.55%
Existing Bond Mill Levy:	10.801	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$179,503.50	Affected Sq Ft:	40,000
Current Project Match:	\$29,221.50	Master Plan Complete:	No
Current Total Project Cost:	\$208,725.00	CDE Minimum Match Percent:	14
Previous Grant Awards:	\$0.00	Actual Match Provided:	14
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	36.87%
Future Matches:	\$0.00	CFI:	48.20%
Total for all Phases:	\$189,750.00	Inflation:	2
Cost Per Sq Ft:	\$4.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$283.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Fowler R-4J – Fowler Jr/Sr High School – IAQ

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	84,911
Replacement Value:	\$21,564,299
Condition Budget:	\$10,712,982
Total FCI:	49.68%
Energy Budget:	\$0
Suitability Budget:	\$2,656,800
Total RSLI:	12%
Total CFI:	62.0%
Condition Score:	2.52
Energy Score: (20%)	3.50
Suitability Score: (40%)	4.47
School Score:	3.49



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: FOWLER R-4J

Project Rank: 1.30

County: OTERO

Applicant Priority #: 1

Project Title: HS Welding Station Exhaust System Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The Fowler School District R4J offers public education for students in grades K-12. The senior high and junior high schools received a high rating for overall academic performance during the 2007-08 school year, one of just a few schools within a 75 mile radius. The enrollment for the 2007-08 school year included 110 senior high school students and 57 junior high school students. The dropout rate for both schools was zero during the same year. The district enjoys a student/teacher ratio of around 11. Students participate in a number of programs, including athletics, music, drama, choir, band, speech, student council, art, Science Fair, National Honor Society, Academic Club, Annual Publications, Student Council, Future Farmers of America, Future Business Leaders of America, Try Random Acts of Kindness, and Friends for Therapeutic Equine Activities. The community is very proud of the school's students and provides tremendous support.

The Ag Building was added to the Fowler School District R4J campus in 1973. This one-story building includes vehicle repair bays and Classrooms on the east end and a large Shop area on the west end. The high school offers a variety of courses for students in the Ag Building to further their education in Agricultural Science, Voc Ag Mechanics, and a heavy emphasis in Vocational Agriculture. A variety of projects are assigned to students in the Shop area of the building that involve the cutting, welding and finishing of various metals. Students use two portable plasma cutters as well as a portable mig welding unit. Six arc welding stations and seven gas welding stations are located in the northeast corner of the Shop area. BEST funds are being pursued as an attractive option to correct serious life safety deficiencies. BEST is especially attractive for this scope of work due to the recent decline of student enrollment, a slow economy and growth of businesses in the area, and a low level of available capital reserves relative to other comparable school districts. A grant was awarded by CDE for a new elementary school, completed in 2003.

Issue: HVAC

Deficiencies Associated with this Issue:

Welding, metal cutting, and heating of various metals can create toxic fumes and particles in the air. Fumes from these activities have been shown to create acute and long term conditions for people in environments that are not adequately ventilated. Unless these fumes are immediately taken outside of the welder's breathing zone, harmful effects on the person are likely. Hazardous fumes are known to occur from metals with manganese, zinc, cadmium, beryllium, lead, chromium, fluorides, and iron oxide. These fumes are known to create irritation to the throat, lungs, and nasal passages, as well as fever, nausea, skin rashes, and body aches. Nitrogen oxides, created by types of arc welding, can create irritation to the eyes, nose, and throat, as well as shortness of breath, chest pain, and fluid in the lungs. Ozone is created from the ultraviolet light from the gas metal arc welding and plasma arc cutting, and can cause headaches, skin irritation, and long term effects on the lungs. Unsafe levels of carbon monoxide are also created from the incomplete combustion of fuels used for welding, creating headaches, dizziness, and nausea.

Due to the woefully inadequate amount of proper ventilation, it is almost certain that students have been exposed to hazardous fumes and particulates from welding, cutting, and finishing metal projects. A small exhaust fan exists high on an exterior wall in the northwest corner, but is woefully inadequate as there just isn't enough draw of air to sufficiently remove hazardous fumes and particulates that jeopardize the health of students. Two "smoke eaters" hung from the building's roof structure do very little to quickly remove the hazardous fumes and particulates created from welding, cutting, and finishing metal. A solution for removing fumes and particulates in areas where students work on large projects is also necessary, as the existing "smoke eaters" are not adequate.

Welding stations are also very close together with no protection against sparks and potential flash of flame, and work surfaces are wood, which are easily set on fire.

Proposed Solution to Address the Deficiencies Listed Above:

Areas used for welding should have an effective ventilation or fume extraction system in place adjacent to the weld area. A properly sized hood should be placed at the source of the hazardous fumes and as close to the welding as possible with enough draw to immediately remove fumes. Flexible arms that can be adjusted, for a variety of projects at welding stations, are the best solution. The existing hood and exhaust fan will be removed and a direct exhaust system will be added for the 16 new welding stations located in the northwest corner of the shop area. The exhaust fan for this system will be located on the roof and will remove contaminated fumes directly to the exterior. A new gas-fired mechanical makeup air unit will be provided at grade on a concrete pad to replace the exhausted air. A gas line for this unit will be provided from the existing building service, and a smoke detector will be provided at the supply fan for shutdown operation. Openings for ducts that service the new makeup air unit and exhaust fan will be created in the existing exterior concrete masonry wall, and the existing fan opening will be covered. Two "smoke eater" mechanical units that are hung from the structure do little, but will remain. Two portable fume extractors are also necessary for projects within in the Shop area so that fumes and particulates can be removed directly through an ASHRAE (or HERA) approved filter.

There is no capacity at the existing electrical panel, so a new service will be provided from the Junior/Senior High School, and replace the existing electrical panel. New power and lights will also be provided for the 16 new welding stations, and the existing wires and lights removed. Any primary service upgrades for gas or power to the building will be coordinated between the Town of Fowler and the School District. The school staff believes there are adequate electrical outlets for the new portable fume extractors.

New welding stations will be built from concrete masonry (to match existing walls at the Ag Shop) and work surfaces will be built from plate steel and steel angles.

How Urgent is this Project:

While there are no documented cases of health issues from those who have worked with welding equipment in the Ag Building, there can be serious and long lasting effects for people who weld and cut metal in poorly ventilated areas. The Colorado Department of Health, and the Occupational Safety and Health Administration (OSHA) both have ventilation regulations that pertain to areas used for welding. As is often the case, the health hazards on the person's body can take years before it's visible. The close proximity of the welding stations is also quite dangerous, and should be changed. We recommend that this deficiency be corrected immediately.

What is the Cost Associated with this Project:

\$ 259,766

How Does this Project Conform with the Construction Guidelines:

This scope of work conforms with the Public Schools Construction Guidelines as follows:

- A safe and efficient mechanical system will provide the proper ventilation required for welding and cutting activities. (3.11)
- A healthy indoor environment will be improved regarding air quality due to the new exhaust system. (3.12)
- A safe shop area will target ventilation and storage requirements of CDPHE 6 CCR 1010-6 regarding the storage of hazardous materials and adequate ventilation of hazardous and toxic fumes. (3.15)
- The instructional area will provide access per the American Disabilities Act (ADA). (3.17)
- Materials will be high in quality, durable, and easily maintainable. (4.1)

How does the Applicant plan to Maintain this Project if it is Awarded:

The systems that are part of this grant will be durable and appropriate for its intended use. Given the relatively simple scope of work, the school district plans to maintain this project as part of ongoing maintenance and repairs for the district's facilities. Examples of ongoing maintenance include replacement of exhaust system filters, maintenance of the fans, and regular cleaning. The yearly dollar amount allocated to maintain and replace this project is based on an expected life of 30 years.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$ 4,100

CDE Comments:

Funded FTE Count:	390	Bonded Debt Approved:	\$2,100,000
Assessed Valuation:	\$15,860,349.00	Year Bonded Election Approved:	2001
PPAV:	\$40,615.49	Bonded Debt Failed:	
Bonded Debt:	\$1,690,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$3,172,069.80	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	53.28%	Median Household Income:**	\$17,716.00
Bond Capital Remaining:	\$1,482,069.80	Free or Reduced Lunch %:	49.02%
Existing Bond Mill Levy:	10.991	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$285,742.00	Affected Sq Ft:	6,900
Current Project Match:	\$0.00	Master Plan Complete:	No
Current Total Project Cost:	\$285,742.00	CDE Minimum Match Percent:	27
Previous Grant Awards:	\$0.00	Actual Match Provided:	0
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	49.68%
Future Matches:	\$0.00	CFI:	62.00%
Total for all Phases:	\$259,766.00	Inflation:	3
Cost Per Sq Ft:	\$37.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$1,555.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Mapleton 1 – Bertha Heid – Roof Replacement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	57,184
Replacement Value:	\$15,187,706
Condition Budget:	\$5,264,646
Total FCI:	34.66%
Energy Budget:	\$0
Suitability Budget:	\$6,212,600
Total RSLI:	16%
Total CFI:	75.6%
Condition Score:	3.27
Energy Score: (20%)	0.35
Suitability Score: (40%)	2.92
School Score:	2.54



Q#110.4- The roof covering has no reported leaks, but is showing signs of age. Rated a 3.0

Mapleton 1 – York International – Roof Replacement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	68,263
Replacement Value:	\$17,200,454
Condition Budget:	\$10,992,681
Total FCI:	63.91%
Energy Budget:	\$0
Suitability Budget:	\$11,611,900
Total RSLI:	5%
Total CFI:	131%
Condition Score:	1.80
Energy Score: (20%)	0.85
Suitability Score: (40%)	2.38
School Score:	1.84



Q#110.4- The roof covering in poor condition with reported leaks. Rated a 3.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: MAPLETON 1

Project Rank: 1.50

County: ADAMS

Applicant Priority #: 2

Project Title: Restore Roofs at Multiple Sites

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Mapleton operates 11 sites, with 17 schools. The York site was recently determined to be the highest need site in the District. While the York International BEST grant request focuses on a new addition to the building, this request calls for a roof renovation to extend the life of the roof by 15 years. In addition, the District is including one more roof renovation at Bertha Heid Site. The roof condition at this school has led to one confirmed case of mold, necessitating immediate action.

York: The 19-year-old built-up roof system has reached the end of its functional life cycle and is showing typical signs of age and degradation. School at this sites is frequently interrupted due to water intrusion/damage. The York site has numerous flashing issues that allow water into wall space. There is evidence of moisture presence around windows the building. Water damage is prevalent throughout the facility. Water damage repair and remediation is a continuing burden on the district's budget. Ongoing instances of water infiltration and interior damage raise the risk of mold promulgation and negatively impact the learning environment. Without intervention, we anticipate increased roof repair costs and further degradation of the structure due to a failing roof system. These roof systems are a serious health and safety risk for this district.

Bertha Heid: The 17-year old built-up roof system has reached the end of its functional life cycle and is showing typical signs of age. School is interrupted due to water intrusion/damage. Though the School Assessment report did not indicate a high priority, the Bertha Heid site is responsible for the majority of the entire district's roof repair calls. Water damage repair and remediation is a continuing burden on the district's budget. Many roof leaks are attributable to failed seals and caulking around the roof penetrations on the roof curbs where the line sets enter the building. On-going instances of water infiltration and interior damage raise the risk of mold promulgation and negatively impacts the learning environment. There has been one confirmed case of mold in this facility in the last seven years as well as other complaints that required IAQ testing and investigation by the Tri-County Health Dept. Without intervention, we anticipate increased roof repair costs and further degradation of the structure due to a failing roof system. The Bertha Heid roof system is a serious health and safety concern for this district.

Issue: Roof

Deficiencies Associated with this Issue:

York: The 19-year old built-up roof system has reached the end of its functional life cycle and is showing typical signs of age and degradation. School at this site is interrupted due to water intrusion/damage. The school has numerous flashing issues that allow water into wall spaces. There is evidence of moisture presence around windows in the building. Water damage is prevalent throughout this facility. Water damage repair and remediation is a continuing burden on the district's budget. Ongoing instances of water infiltration and interior damage raise the risk of mold promulgation and negatively impacts the learning environment.

Bertha Heid: The 17-year old built-up roof system has reached the end of its functional life cycle and is showing typical sings of age. School is interrupted due to water intrusion/damage. Water damage is prevalent throughout this facility. Water damage repair and remediation is a continuing burden on the district's budget. Many roof leaks are attributable to failed seals and caulking around the roof penetrations on the roof curbs where the HVAC line sets enter the building. On-going instances of water infiltration and interior damage raise the risk of mold promulgation and negatively impacts the learning environment. There has been one confirmed case of mold in this facility in th elast seven years as well as other complaints that required IAQ testing and investigation by the Tri-County Health Department.

Proposed Solution to Address the Deficiencies Listed Above:

York: This project will entail removal of existing flashing and roof membrane surfacing system on 14 sections of built-up roof totaling 75,200 sq ft. The project will include installation of a new energy Star White Reflective Built-Up protective flood coat and new multi-ply "green" flashing assemblies. The steep roof sections will be provided with a 24-gauge standing seam metal roof system. Original non-saturated insulation and metal flashing details will be recycled into new roofing systems. This option provides the school district with the best life cycle value and return on investment and will contribute measurably to reduced energy costs.

Bertha Heid: The project will include removal of existing flashing and roof membrane surfacing system on four roof sections of built-up roof totaling 36,200 sq ft. Project includes installation of new Energy Star White Reflective Built-up protective flood coat and multi-ply "green" flashing assembly. Original non-saturated insulation and metal will be recycled into the new roofing system. Enclosures around the 37 residential roof-top units will be replaced with new, water tight flashing assemblies to cover and protect the existing roof penetrations on the roof curbs from water infiltration.

How Urgent is this Project:

York and Bertha Heid: Without intervention, we anticipate increased roof repair costs and further degradation of the structure due to a failing roof system. The roof systems are a serious health and safety issue.

What is the Cost Associated with this Project:

\$689,765

How Does this Project Conform with the Construction Guidelines:

The roofing projects' conformity with the Public Schools Construction Guidelines are outlined as follows:

5.1.21. "Employ cool or green roofs to reduce heat island effects. The buildings cooling load should be considered when selecting roofing materials."

The Energy Star Built-Up roofing system meets Cool Roof Requirements and provides the longest life cycle of any available roofing system.

5.1.25. "Utilizing, when possible, sustainable (green) building materials that are durable, easily maintained, resource efficient, energy efficient and emit low levels of harmful gases. Whenever possible utilize EPA Energy Star labeled systems and equipment. Colorado based and local and regional material manufactures should be used whenever possible to reduce the impact of transportation costs and support regional and state economies."

The built-up roofing system is an Energy Star product, utilizes post consumer recycled content flashing assemblies and recycles the existing dry roofing insulation.

5.4 "Adoption of a goal of "zero waste" from construction of new buildings and operation and renovation of existing facilities through re-use, reduction, recycling, and composting of waste streams."

The roofing project recycles 70% of the existing roofing system's content into the new roofing system by utilizing the existing dry insulation.

5.5. "Training to establish district wide preventative maintenance tasks for all building systems to determine that systems are functioning as designed and clearly outline follow-up maintenance procedures to keep equipment and materials functioning as intended, extend life of equipment, and reduce operational costs."

O&M Training is to be provided by the system manufacturer to all applicable district employees. Inspection guidelines and maintenance manuals are provided.

How does the Applicant plan to Maintain this Project if it is Awarded:

This capital construction project will be maintained in part through the roofing manufacturer's 10-year roof restoration warranty program. The roofing manufacturer's factory-trained technicians will be providing inspection, preventative maintenance and training for the life of the roof's warranty.

Upon successful completion of the projects, the District will utilize the SchoolDude Capital Projects module to accurately project the life of the projects, calculate replacement costs over time with appropriate inflation factors, and budget for the ultimate replacement of the roofs. It is estimated that, with proper preventative maintenance, the roofs could last at least another 15 years after restoration. The District will enroll this facility in our annual roofing preventative maintenance program which will continuously inspect and repair the roofs, rather than responding only to leak reports.

Replacement costs for the York roof is estimated at \$1,052,800. To prepare for complete replacement in a conservative 15 years, the district should move \$70,000 into a roofing reserve each year.

Replacement costs for the Bertha Heid roof is estimated at \$506,800. To prepare for complete replacement in 15 years, the district should move \$33,800 into a roofing reserve each year.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$103,800

CDE Comments:

Funded FTE Count:	5,176	Bonded Debt Approved:	
Assessed Valuation:	\$477,132,910.00	Year Bonded Election Approved:	
PPAV:	\$92,190.69	Bonded Debt Failed:	\$70,000,000
Bonded Debt:	\$12,860,000.00	Year Bond Election Failed:	2007
Total Bonding Capacity:	\$95,426,582.00	2009 Bond Election Results:	FAILED
% of Bonding Capacity Used:	13.48%	Median Household Income:**	\$17,649.00
Bond Capital Remaining:	\$82,566,582.00	Free or Reduced Lunch %:	66.75%
Existing Bond Mill Levy:	3.638	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No

If it's a Charter School, Where will the Facility Revert To:

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$606,992.80	Affected Sq Ft:	111,400
Current Project Match:	\$151,748.20	Master Plan Complete:	Yes
Current Total Project Cost:	\$758,741.00	CDE Minimum Match Percent:	41
Previous Grant Awards:	\$0.00	Actual Match Provided:	20
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	49.29%
Future Matches:	\$0.00	CFI:	103.30%
Total for all Phases:	\$689,765.00	Inflation:	3
Cost Per Sq Ft:	\$6.00		
Cost Per Pupil:	\$466.00	Davis- Bacon Wage Requirement:	

-Facilities Affected By This Grant Application-

Westminster 50 – Scott Carpenter Middle School – Roof Replacement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	83,991
Replacement Value:	\$21,315,095
Condition Budget:	\$13,963,735
Total FCI:	65.51%
Energy Budget:	\$29,397
Suitability Budget:	\$3,410,300
Total RSLI:	14%
Total CFI:	81.6%
Condition Score:	1.72
Energy Score: (20%)	2.50
Suitability Score: (40%)	4.23
School Score:	2.88



Q#110.4- The roof covering in poor condition with reported leaks. Rated a 2.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: WESTMINSTER 50

Project Rank: 1.50

County: ADAMS

Applicant Priority #: 1

Project Title: MS Roof Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Scott Carpenter is presently a Middle School that has approximately 600 students and 66 staff members. This school is included in the Facility Master Plan. This school's roof is one of our roofs that is in most need of repair.

Issue: Roof

Deficiencies Associated with this Issue:

The roof is approximately 30 years old and is in constant need of repair. It has outlasted its useful life. The repairs are not holding. The district has spent over 20,520.00 on roof repairs for this roof in the last five years. The walls and ceiling tiles are damaged each time it rains or snows. Wet ceiling tiles increase the risk of the ceiling falling on students, staff, or equipment and supplies. The moisture in the building increase the risk of mold damage, and indoor air quality issues. When the roof leaks, staff must move equipment and place trask cans under the leaks. This causes classroom disruption.

Proposed Solution to Address the Deficiencies Listed Above:

Replace the roof with new white EPDM fully-adhered roofing, to include:

-Rough carpentry at curbs and perimeter

-790 squares EPDM roofing

- setup

Tear off

Low rise bonding adhesive

2 layers 2.5" insulation/crickets

1/2" dense-deck coverboard insulation

Pavers and walkpads

Single-ply membrane

New roof hatches

Sheet metal flashing

Painting of misc. surfaces

New overflow scuppers

New roof drains

Project to be overseen by Roofing Consultant/Owers Representative to include:

Schematic design/design development

Construction documents

Construction administration

Assist with competitive bid process

Assis with bid evaluation

Assist with "punch list" and warranty issues

The white roof will keep the building cooler during the summer, reducing air conditioning costs.

How Urgent is this Project:

This project is deemed as somewhat urgent because the roof will continue to deteriorate each year we wait to replace it. The situation will only get worse.

What is the Cost Associated with this Project:

1,118,546

How Does this Project Conform with the Construction Guidelines:

This project will meet the specifications in 3/2 of the Construction Guidelines. It meets 3.2.1.2 criteria for low sloping roofing material-Ethylene Propylene Diene Monomer.

How does the Applicant plan to Maintain this Project if it is Awarded:

The district allocated \$100,000 to \$125,000 roof repairs annually. The district will require a 30-year warranty on this roof and will require the contractor to repair any problems during the warranty period. The roof will be inspected quarterly. The district contracts out roof repairs as needed for all roofs in the district.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$40,000 to \$45,000

CDE Comments:

FACILITY ASSESSMENT SUPPORTS THE NEED FOR A PARTIAL ROOF REPLACEMENT. FCI=66, CFI=82.

Funded FTE Count:	8,852	Bonded Debt Approved:	\$98,600,000
Assessed Valuation:	\$551,961,890.00	Year Bonded Election Approved:	2006
PPAV:	\$62,350.96	Bonded Debt Failed:	
Bonded Debt:	\$104,535,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$110,392,378.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	94.69%	Median Household Income:**	\$19,552.00
Bond Capital Remaining:	\$5,857,378.00	Free or Reduced Lunch %:	72.26%
Existing Bond Mill Levy:	14.75	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$898,265.28	Affected Sq Ft:	77,023
Current Project Match:	\$283,662.72	Master Plan Complete:	Yes
Current Total Project Cost:	\$1,181,928.00	CDE Minimum Match Percent:	23
Previous Grant Awards:	\$0.00	Actual Match Provided:	24
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	65.51%
Future Matches:	\$0.00	CFI:	81.60%
Total for all Phases:	\$1,125,646.00	Inflation:	10
Cost Per Sq Ft:	\$14.00		
Cost Per Pupil:	\$1,876.00	Davis- Bacon Wage Requirement:	\$0

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Westminster 50 – Flynn Elementary School – Roof Replacement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	34,602
Replacement Value:	\$7,042,924
Condition Budget:	\$4,995,472
Total FCI:	70.93%
Energy Budget:	\$12,111
Suitability Budget:	\$2,483,700
Total RSLI:	16%
Total CFI:	106%
Condition Score:	1.45
Energy Score: (20%)	1.65
Suitability Score: (40%)	3.52
School Score:	2.32



Q#110.4- The roof covering in poor condition with reported leaks. Rated a 2.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: WESTMINSTER 50

Project Rank: 1.50

County: ADAMS

Applicant Priority #: 2

Project Title: ES Roof Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Flynn Elementary is home to approximately 400 elementary students and 33 staff members. This school is included in the district's Master Facility Plan. This roof was recommended to be replaced by CDE school assessment report.

Issue: Roof

Deficiencies Associated with this Issue:

The roof is approximately 30 years old and is in constant need of repair. It has outlasted its useful life. The repairs are not holding. The district has spent over 27,342.00 on roof repairs for this roof in the last five years. The walls and ceiling tiles are damaged each time it rains or snows. Wet ceiling tiles increase the risk of the ceiling falling on students, staff, or equipment and supplies. The moisture in the building increase the risk of mold damage, and indoor air quality issues. When the roof leaks, staff must move equipment and place trask cans under the leaks. This causes classroom disruption.

Proposed Solution to Address the Deficiencies Listed Above:

Replace the roof with new white EPDM fully-adhered roofing, to include:

- Rough carpentry at curbs and perimeter
- 790 squares EPDM roofing
- setup
- Tear off
- Low rise bonding adhesive
- 2 layers 2.5" insulation/crickets
- 1/2" dense-deck coverboard insulation
- Pavers and walkpads
- Single-ply membrane
- New roof hatches
- Sheet metal flashing
- Painting of misc. surfaces
- New overflow scuppers
- New roof drains
- Project to be overseen by Roofing Consultant/Owers Representative to include:
- Schematic design/design development
- Construction documents
- Construction administration
- Assist with competitive bid process
- Assis with bid evaluation
- Assist with "punch list" and warranty issues

How Urgent is this Project:

This project is deemed as somewhat urgent because the roof will continue to deteriorate each year we wait to replace it. The situation will only get worse.

What is the Cost Associated with this Project:

\$500,153

How Does this Project Conform with the Construction Guidelines:

This project will meet the specifications in 3/2 of the Construction Guidelines. It meets 3.2.1.2 criteria for low sloping roofing material-Ethylene Propylene Diene Monomer.

How does the Applicant plan to Maintain this Project if it is Awarded:

The district allocated \$50,000 to \$100,000 to roof repairs annually. The district will require a 30-year warranty on this roof and will require the contractor to repair any problems during the warranty period. The roof will be inspected quarterly. The district contracts out roof repairs as needed for all roofs in the district.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

CDE Comments:

FACILITY ASSESSMENT SUPPORTS THE NEED FOR A PARTIAL ROOF REPLACEMENT. FCI=71, CFI=106.

Funded FTE Count:	8,852	Bonded Debt Approved:	\$98,600,000
Assessed Valuation:	\$551,961,890.00	Year Bonded Election Approved:	2006
PPAV:	\$62,350.96	Bonded Debt Failed:	
Bonded Debt:	\$104,535,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$110,392,378.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	94.69%	Median Household Income:**	\$19,552.00
Bond Capital Remaining:	\$5,857,378.00	Free or Reduced Lunch %:	72.26%
Existing Bond Mill Levy:	14.75	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$401,595.40	Affected Sq Ft:	29,789
Current Project Match:	\$126,819.60	Master Plan Complete:	Yes
Current Total Project Cost:	\$528,415.00	CDE Minimum Match Percent:	23
Previous Grant Awards:	\$0.00	Actual Match Provided:	24
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	70.93%
Future Matches:	\$0.00	CFI:	106.00%
Total for all Phases:	\$503,253.00	Inflation:	10
Cost Per Sq Ft:	\$16.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$1,258.00		

-Facilities Affected By This Grant Application-

Salida R-32 - Salida Middle School - Roof Replacement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	56,478
Replacement Value:	\$13,144,866
Condition Budget:	\$1,406,523
Total FCI:	10.70%
Energy Budget:	\$19,767
Suitability Budget:	\$1,916,500
Total RSLI:	31%
Total CFI:	25.4%
Condition Score:	4.47
Energy Score: (20%)	2.95
Suitability Score: (40%)	4.32
School Score:	4.10



Q#110.4- The roof covering in poor condition with reported leaks. Rated a 2.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: SALIDA R-32

Project Rank: 1.50

County: CHAFFEE

Applicant Priority #: 3

Project Title: MS Roof Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Salida Middle School facility is ten years old; however, the roof on this structure has numerous leaks. Within a short period after the original structure was built, the roof began leaking. The Owner attempted to seek relief from the roof installer, but the installing company has gone out of business. The Owner was unable to get relief through the general contractor for the project either. Over the last several years, the school district has hired a third party roofing contractor to repair roof leaks. The roof on this building is a membrane roof. The repair company has patched the roof membrane numerous times; however, the leaks return. The leaks have become so extensive that damage has occurred to equipment inside of the building. Computers have been ruined due to unexpected water leaks in the ceiling. There is concern among the staff about the possibility of harmful mildew in the walls and carpet. The district's roof consultant indicated that the original roof design was faulty. The R value of the current structure is below the required minimum. Poor drainage design leads to pooling and the formation of ice dams which prevents the roof drains from working properly.

Issue: Roof

Deficiencies Associated with this Issue:

The Salida Middle School roof is composed of a Geflex@ PVC membrane. Over the past several years, the district has made repairs to areas of this roof because of leaks. During the current school year, the leaks have become more numerous resulting in the school district having to remove students and teachers from four or five classrooms. The students have been relocated in other areas such as the band hall, choir room, fitness room, and library. The middle school band and choir students are having to travel to the high school to attend classes in the high school facility. Roofing consultants have advised the school district that continuing to repair the faulty membrane roof is a waste of time and money. They are recommending that the roof be replaced.

The Salida Middle School roof has numerous leaks. The original membrane roof product has been patched numerous time by a roofing company. However, due to poor initial installation and the presence of pooling on the roof deck, water seeps into the building. The area adjacent to the roof scuppers is particularly problematic.

Proposed Solution to Address the Deficiencies Listed Above:

The solution to the leaky roof problem is to replace the existing membrane roof structure with a built-up roof and a viable roof membrane product that is more suitable to our harsh climate. The scuppers will need to be redesigned to alleviate the problems due to ice and snow buildup. Likewise the existing roof drains will be redesigned to prevent ice dams from forming.

How Urgent is this Project:

The moisture that is leaking in from the roofs is causing some mildew growth on the walls and carpet. There is beginning to be a concern expressed by the staff and by parents over health-related issues caused by mildew. Several classrooms have to use garbage containers to catch the water from the leaks. The leaking has caused damages to several computers as well.

What is the Cost Associated with this Project:

\$412,048

How Does this Project Conform with the Construction Guidelines:

All of the construction will be done in compliance with all Public School Construction Guidelines, and all design development will be done by licensed architects with appropriate support from licensed professional engineers. All construction will be supervised by an Owner's Representative who is experienced in school construction work in the State of Colorado. All building permits will be secured by the school district, and certificates of occupancy will be issued by the appropriate governing bodies. All vendors will be required to provide warranty coverage for materials and labor.

How does the Applicant plan to Maintain this Project if it is Awarded:

The school district will budget funds each year into the capital reserve account to provide adequate reserves for supporting maintenance needs as well as creating a reserve for future roof replacements and contingencies. The capital renewal budget is established such that there will be an increasing level of contribution to the capital renewal budget as the facilities age. For example in the case of roof replacement based on a 15-year life expectancy, the capital renewal fund contribution schedule such that over the 15-year span sufficient dollars would be set aside to fund the roof replacement.

As part of the maintenance of new and existing facilities, the District will:

1. Develop a facility maintenance plan for preventative maintenance. This will involve routine maintenance of the building from mechanical, electrical, to caulking inspections, roof inspections, exterior wall inspections, inspections of interior walls, ceilings, floors, door/ hardware inspections, testing of fire alarm and intercom systems, , testing of fire suppression systems, etc. Periodic inspections will be performed and reports prepared at intervals appropriate to the facility component. Some, like mechanical, will require quarterly inspections and adjustments, and others like electrical switchgear would require bi-annual inspections.
2. The plan will also address routine inspection of alternative energy systems built into the building including periodic adjustments to control systems as required to optimize efficient performance.
3. Develop a painting program to repaint/ touchup the interior and exterior of the building on a ongoing, revolving basis.
4. Do infrared inspections of the building after it is completed and then annually to compare against the completed original structure to identify changes and maintenance needed.
5. Seek to develop staffing based on the International Facilities Management Association recommendations.
6. As part of the original construction, establish a scope and obtain bidding for the mechanical, electrical, and other appropriate sub-contractors to perform service contracts at regular intervals. District staff personnel person who would oversee these contractors.
7. Any major, non-emergency repairs of mechanical systems or other maintenance affecting school operation would be scheduled over summer breaks.
8. Inspections would be established by a predetermined schedule and would be performed with the goal of establishing 5 year plans for maintenance and repairs. This would help establish budgets for the District well in advance of work occurring, resulting in a planned effort to replace/ repair different items in the buildings rather than performing maintenance in a reactive mode.
9. Manufacturer's and Labor warranties will be secured for all work and materials.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$10,000

CDE Comments:

Funded FTE Count:	996	Bonded Debt Approved:	
Assessed Valuation:	\$174,311,599.00	Year Bonded Election Approved:	
PPAV:	\$175,099.55	Bonded Debt Failed:	\$25,000,000
Bonded Debt:	\$4,830,000.00	Year Bond Election Failed:	2008
Total Bonding Capacity:	\$34,862,319.80	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	13.85%	Median Household Income:**	\$17,887.00
Bond Capital Remaining:	\$30,032,319.80	Free or Reduced Lunch %:	37.38%
Existing Bond Mill Levy:	3.491	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$185,833.32	Affected Sq Ft:	56,600
Current Project Match:	\$267,418.68	Master Plan Complete:	Yes
Current Total Project Cost:	\$453,252.00	CDE Minimum Match Percent:	58
Previous Grant Awards:	\$0.00	Actual Match Provided:	59
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	10.70%
Future Matches:	\$0.00	CFI:	25.40%
Total for all Phases:	\$412,048.00	Inflation:	7
Cost Per Sq Ft:	\$7.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$1,235.00		

-Facilities Affected By This Grant Application-

North Conejos Re-1J – La Jara Elementary – Roof Replacement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	38,200
Replacement Value:	\$8,342,854
Condition Budget:	\$3,832,429
Total FCI:	45.94%
Energy Budget:	\$0
Suitability Budget:	\$2,755,700
Total RSLI:	19%
Total CFI:	79.0%
Condition Score:	2.70
Energy Score: (20%)	3.80
Suitability Score: (40%)	3.69
School Score:	3.32



Q#110.4- The roof covering has no reported leaks, but is showing signs of age. Rated a 3.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: NORTH CONEJOS RE-1J

Project Rank: 1.50

County: CONEJOS

Applicant Priority #: 1

Project Title: ES Partial Roof Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Several sections of the roof at La Jara Elementary are leaking and could go into failure at anytime. We have many classrooms that have suffered water damage over the past several years. This damage includes sagging ceilings, paint and texture damage, stained ceiling tiles, stained carpet, and computer damage. In the fall of 2009, one classroom had its suspended ceiling collapse due to a leak. Often times, students must work around dripping water and buckets that are placed on the floor to collect leaking water.

Over the years, the district has spent money from capital reserve to have the roof patched, only to have it begin leaking in a different spot, or even in the same spot again. When we get snow, we have the custodian attempt to shovel or sweep the snow off to minimize the leaks we know we will have when it starts to melt.

The roofing system on the elementary school is broken into 10 different deck areas. The original school appears to have a number of additions added to it. This has resulted in the various roofs that are found on the school. All of these deck areas add up to a total roofing area of 26,815 sf.

The roofs on this building vary in age from what appears to be about 5 years old to over 25 years old.

Roof Age By Decks:

Deck #1- 20 years old

Deck #2- 20 years old

Deck #3- 5-8 years old

Deck #4- 5-8 years old

Deck #5- 25-30 years old

Deck #6- 25-30 years old

Deck #7- 25-30 years old

Deck #8- 25-30 years old

Deck #9- 5-8 years old

Deck #10- 20 years old

Low slope roofs of this type have typical service lives of around 20 years. Therefore, as is to be expected, problems were noted with the older roofing systems. Most of these concerns are related to the flashings associated with these older roof systems.

Issue: Roof

Deficiencies Associated with this Issue:

Roof Deck 1: This roof is now about 20 years old. When the two visual inspections were made a number of flashing problems were noted. EPDM roofs have a tendency to shrink over time. That has happened on this older EPDM roof. There was a split at a scupper that was causing a leak and we were able to put a temporary patch on that location. These flashings have been repaired a number of times around the perimeter and are starting to fail again. This roof is at the end of its service life. Repair is no longer the best economic option for this roof area.

Roof Deck 2: At the Deck 1 area, the roof is shrinking, but somewhat stabilized because of the fastening at the sheet seams. Here the membrane is just held down with washed river rock ballast. As a result the shrinking membrane sheet was able to transfer a lot more stress to the flashings. These flashings were unable to handle the stress and have now peeled off of the parapet wall. Some of these flashing angle back 2' from the wall top down to the deck. This stress is now splitting the sheet and opening the flashing seams. The roof is in a position where it could fail catastrophically from wind forces or heavy snow loading. The roofing system is at the end of its service life.

Roof Decks 5, 6, 7 & 8: These are the older asphalt BUR systems with scoria surfacing. Though there are no active leaks at this time under these roof areas, there are a number of problems with their flashing systems. The base flashings are splitting and delaminating from the wall flashings. The gravel guard strip-in flashings are also delaminating and splitting at the gravel guard joints. The BUR system is now fairly brittle also due to oxidation of the asphalt mopping and organic felts. These roofs need to be replaced in the next couple of years. Some simple repairs will probably have to be made in the next year for the roofs just to stay watertight.

Proposed Solution to Address the Deficiencies Listed Above:

Install a new watertight, low sloping Built-Up Roofing (BUR) system on decks 1, 2, 5, 6, 7, 8, and 10 with a 20 year warranty. The BUR will have a R-30 insulation rating and will conform to BEST construction guidelines.

Repair and replace the fascia on deck #5.

How Urgent is this Project:

Roof Decks 1, 2 and 10 are actively leaking now and could fail catastrophically from wind forces or heavy snow loading. These decks are at the end of their service life.

Roof decks 5, 6, 7, and 8 are nearing the end of their service life.

We hope to start the project by 10/1/10 and finish before another winter of snow loads and the associated melting snow that will follow.

What is the Cost Associated with this Project:

\$337,000

How Does this Project Conform with the Construction Guidelines:

The proposed new Asphalt Built-Up Roof (BUR) roofing system will be installed on low slope roof decks and will conform with all the BEST Construction Guidelines, paragraph 3.2.

The new watertight roof system will be installed by a manufacturer's approved contractor and shall receive a 20 year warranty.

The new roofing system shall meet all current building codes.

How does the Applicant plan to Maintain this Project if it is Awarded:

The roof will be inspected twice yearly for any required maintenance. If any deficient roofing items are noted they will be addressed through the manufacturer's written 20 year no leak warranty covering labor and materials at a no cost limit.

The district maintains a 2 million dollar capital reserve budget and will continue to transfer money into the capital reserve budget every year to address future roofing problems and replacement.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

10,000

CDE Comments:

Funded FTE Count: 1,043
Assessed Valuation: \$21,036,789.00
PPAV: \$20,169.50
Bonded Debt: \$1,135,000.00
Total Bonding Capacity: \$4,207,357.80
% of Bonding Capacity Used: 26.98%
Bond Capital Remaining: \$3,072,357.80
Existing Bond Mill Levy: 2.15
Who Owns the Facility: District

If it's a 3rd Party Explain:

If it's a Charter School, Where will the Facility Revert To:

Bonded Debt Approved:
Year Bonded Election Approved:
Bonded Debt Failed:
Year Bond Election Failed:
2009 Bond Election Results: N/A
Median Household Income:** \$12,461.00
Free or Reduced Lunch %: 69.58%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$240,240.00
Current Project Match: \$60,060.00
Current Total Project Cost: \$300,300.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$273,000.00
Cost Per Sq Ft: \$18.00
Cost Per Pupil: \$1,258.00

Affected Sq Ft: 14,569
Master Plan Complete: Yes
CDE Minimum Match Percent: 20
Actual Match Provided: 20
Was a Waiver Letter Required: N/A
FCI: 45.94%
CFI: 79.00%
Inflation: 0

Davis- Bacon Wage Requirement:

-Facilities Affected By This Grant Application-

James Irwin Charter School – James Irwin Charter School - Roof Replacement

Number of Buildings:	1
All or Portion built by WPA:	
Gross Area (SF):	188,000
Replacement Value:	\$52,156,069
Condition Budget:	\$13,720,824
Total FCI:	26.31%
Energy Budget:	\$0
Suitability Budget:	\$1,282,500
Total RSLI:	36%
Total CFI:	28.8%
Condition Score:	3.68
Energy Score: (20%)	4.35
Suitability Score: (40%)	4.90
School Score:	4.30



Q#110.4- The roof covering in poor condition with reported leaks. Rated a 2.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: JAMES IRWIN CHARTER MIDDLE SCHOOL

Project Rank: 1.50

County: EL PASO

Applicant Priority #: 1

Project Title: Roof Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Charter School Facilities

James Irwin Educational Foundation purchased the building located at 5525 Astrozon Boulevard, Colorado Springs, CO 80916 in 2002. The building was originally a manufacturing warehouse and was built in 1992. It still contains the original roofing system that was installed in 1992. The current roof is a modified bitumen roofing system. The current roofing system is comprised of 4 separate roofing areas that link the parts of the building together.

The Astrozon Boulevard site consists of approximately 20.05 acres, plus an additional 25.24 acres of excess land that is planned for future ball fields and other ancillary school uses. The Facility is approximately 154,335 square-foot, of which approximately 56,925 square feet was converted to a classroom school in 2003; the remainder of which was renovated, improved and converted for school uses for 21 additional classrooms and four new science labs, new administrative offices, a practice gymnasium and road and infrastructure improvements to the Facility site.

Named for the astronaut James Irwin, the mission of James Irwin Charter Schools is to help guide students in the development of their character and academic potential through academically rigorous, content-rich educational programs. The founders of the Charter Schools and the Board of Directors believe that students will benefit from a rigorous, college preparatory, liberal arts curriculum.

The Charter Middle School opened its doors in August of 2003 after parents and others in the community expressed a need for the creation of such a school. Some of the defining aspects of the Middle School and its educational approach include:

- Use of the nationally recognized Core Knowledge Sequence—The Charter Middle School uses a structured, academically aggressive program with a “back to basics” philosophy.
- Use of Direct Instruction materials and Effective Teaching practices—using highly scripted, carefully controlled instructional procedures and on-going assessments, the Charter Middle School’s goal is to ensure that students are well prepared to move into high school.
- Two periods each day of English and Math—the Charter Middle School provides instruction in vital skills areas—including in particular language arts and math. The Charter Middle School’s goal is to ensure that students are well prepared in these critical skills as they move into high school.
- Uniform Dress Code—the Charter Middle School believes that uniforms relieve student stress, reduce negative social pressures and increase student focus.
- Single Sex Classrooms—the Charter Middle School believes that students in single-sex settings have fewer discipline problems, greater academic focus and greater academic achievement.
- Character Education—The Charter Middle School is one of six demonstration schools working with a national foundation to develop a strong, relevant character program for middle school students.
- 2006-2007 was the first year of a very aggressive remediation program for the 6th grade students. We have modeled the program (called Cap Canaverall) after our elementary school teaching methods with the expected outcome of delivering students academically prepared to be successful in the 7th grade.

The bid that we have received to replace the roof is \$657,500. While there is \$614,679 accrued in building reserves, there is much to be done to the buildings; including but not limited to, the bathrooms need to be remodeled, the parking lot needs to be repaved and the floors will need to be replaced at some point in the futue. Using all of the reserves on the roof would jeopardize the future existence of the school.

Issue: Roof

Deficiencies Associated with this Issue:

James Irwin Educational Foundation purchased the building in 2002. The building was originally a manufacturing warehouse and was built in 1992. It still contains the original roofing system that was installed in 1992. The current roof is a modified bitumen roofing system. The current roofing system is comprised of 4 separate roofing areas that link the parts of the building together. The total existing R-value for the roof and suspended ceiling is only R-9. The asphalt surface is weathered and cracking. Repairs have been attempted and are failing.

The roof is in urgent need of replacement because of leaks causing damage to numerous areas inside the school building. During the winter and spring months we have multiple leak buckets in many areas of the building. The leaks are considered a safety hazard as they cause wet surfaces which may trigger students and staff to slip, trip or fall. We have tried to repair the leaks, but because it is a flat roof, the water just

moves to another location causing a different area to leak. In extremely wet weather the leaks have caused ceiling tiles to break and fall in several places causing safety hazards for our students and staff. Another concern that we have is mold. Stagnate water in the roofing system and ceiling may cause mold to grow. Because of this concern, we change the tiles at the first sight of water damage, but the damage happens again with the next rain or snow fall. Lack of insulation in the current roofing system also causes the building to lose heat and cooling from our HVAC systems. The estimates received include significantly upgrading the R-Value by 25.0 insulation value. This will substantially improve the temperature in class rooms and minimize the wear and tear on our HVAC system that was replaced in December 2009. A new roof such as this will also help minimize our ever increasing utility costs enabling us to spend more on delivering a high quality education. The average cost to replace the roof will be \$4.74 per square foot.

The current roof has outlived its useful life and must be replaced.

Proposed Solution to Address the Deficiencies Listed Above:

Restoration Roofing proposes to furnish labor and material for maintenance and repair of approximately 154,335 square feet of modified asphalt roofing and 6,200 square feet of parapet wall, utilizing a reinforced 50-mil single-ply membrane roofing system that is manufactured by Duro-Last, Inc. Price includes a non-pro-rated Duro-Last Inc. 15 Year Warranty on labor, material and workmanship with no warranty exclusion for consequential damages or ponded water.

The specifications will include:

- Tear-off of the existing roofing is not anticipated or included in this proposal. Roof tear-off and replacement of any deteriorated decking would be accomplished for an extra charge of \$3.00 per square foot to be added to price.
- Install 4" (2.2" layers) of ISO insulation (R-25.0).
- Install one layer of ¼" Densdeck over top of the ISO to achieve a UL Class A fire rating and Class 4 severe hail resistance rating.
- Install Duro-Last system in accordance with manufacturers specifications using large pre-fabricated roof sections and accessories as follows:
 - o Pre-fabricated Duro-Last flashings on all pipes, regardless of size.
 - o Pre-fabricated Duro Last flashings on all curbs (i.e., HVAC, ventilators, skylights, roof hatch, etc.)
 - o Pre-fabricated Duro-Last flashings in each internal drain, sealed to inside of drain with sealant and compression rings.
 - o Seal all pitch pans using Duro-Last custom flashings and pourable sealer.
 - o Install Duro-Last walk pad around all rooftop units that require regular service, as deemed necessary.
- All seams on deck membrane, wall flashing, and penetrations to be heat-welded (not glued or taped so as to eliminate offensive odors). Terminate membrane above existing wall counter-flashing, fastened to inside of concrete wall coping with sealed termination bar. Tear-off of the existing roofing is not anticipated or included in this proposal.
- Completed roof to be inspected and approved by Duro-Last factory inspector. Prince includes applicable taxes, permits, insurance and warranty and FREE yearly roof inspections for the life of the warranty. Price does not include raising any rooftop units.

How Urgent is this Project:

The roof is in urgent need of replacement. We are not able to fix the leaks and our attempts to prolong the life of the roof have failed. We cannot afford to continue to waste resources in an attempt to delay the replacement. CDE's Facilities Assessment Team noted the condition of the roof and agreed that it needed to be replaced. This is a priority project.

What is the Cost Associated with this Project:

\$731,000

How Does this Project Conform with the Construction Guidelines:

Item 3. Section One - Promote safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable Local, State and Federal codes, laws and regulations and provide accessible facilities for the handicapped and disabled as follows:

3.1. Sound building structural systems. Each building should be constructed and maintained with a sound structural foundation, floor, wall and roof systems....

3.2. 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 approved by the roofing manufacturer to install the specified roof system and shall receive the specified warranty upon completion of the roof....

The guidelines explain that the National Roofing Contractors Association (NRCA) divides roofs into Low-slope roofing; (3.2.1.) or Steep slope roofing systems (3.2.2.). Our roof is flat but is compliant with governmental/state building codes.

How does the Applicant plan to Maintain this Project if it is Awarded:

It is a priority of the Board of Directors to grow reserves that will maintain the building and property. Each year the approved operating budget includes significant amounts for building repair and maintenance. For example, this year each of the three schools budgeted \$235,000 for repair and maintenance during this fiscal year. As of February 28, 2010 the middle school had accumulated building reserves of \$614,679 that will cover planned building improvements or building emergency situations that may come up. Each year the board designates operating surpluses to Board Designated Building Reserves.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$10,000

CDE Comments:

THE APPLICANT HAS MET THE THREE MONTH NOTIFICATION AND HAS BEEN CHARTERED FOR MORE THAN FIVE YEARS AS REQUIRED IN STATUTE. THIS DOES NOT NEED TO COMPLY WITH THE HPCP. THE BUILDING WAS BUILT IN 1992 AND JAMES IRWIN INHABITED IT IN 2002. IT REQUIRED RENOVATION TO BE SUITABLE FOR A

SCHOOL. THEY HAVE BEEN IN THE BUILDING FOR 6 YEARS; THE ROOF HAS NEVER BEEN REPLACED SINCE THE BUILDING WAS ERECTED.

HARRISON 2 SCHOOL DISTRICT SUPPORTS THIS PROJECT.

NOTE THAT THIS IS A FOAM ROOFING SOLUTION. STAFF HAS MET WITH THE MANUFACTURE AND CONTRACTOR AND BEEN ASSURED THAT THE ROOF WILL BE PROFESSIONALLY AND PROPERLY SPECIFIED, DETAILED, AND INSTALLED.

Funded FTE Count:	368	Bonded Debt Approved:	
Assessed Valuation:		Year Bonded Election Approved:	N/A
PPAV:		Bonded Debt Failed:	
Bonded Debt:		Year Bond Election Failed:	N/A
Total Bonding Capacity:		2009 Bond Election Results:	N/A
% of Bonding Capacity Used:		Median Household Income:**	
Bond Capital Remaining:		Free or Reduced Lunch %:	26.36%
Existing Bond Mill Levy:		State Financial Watch:	No
Who Owns the Facility:	3rd Party	Charter School Fund Balance:	\$834,150
If it's a 3rd Party Explain:	James Irwin Educational Foundation	Is the Facility Under a Lease Purchase Agreement:	No

If it's a Charter School, Where will the Facility Revert To:

The property is financed with revenue bonds through CECFA and the Colorado Moral Obligation. If the James Irwin Schools ceased to exist, the property would first go to CDE and then to Harrison School District 2.

Once the bonds have been refunded, ownership of the property will be transferred to the James Irwin Middle School. Current plans dictate that the Middle School will still be in operation at this location and that the Middle School will lease other parts of the property to the other James Irwin Schools.

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$643,280.00	Affected Sq Ft:	154,335
Current Project Match:	\$160,820.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$804,100.00	CDE Minimum Match Percent:	55
Previous Grant Awards:	\$0.00	Actual Match Provided:	20
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	26.31%
Future Matches:	\$0.00	CFI:	28.80%
Total for all Phases:	\$731,000.00	Inflation:	0
Cost Per Sq Ft:	\$4.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$951.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

La Veta Re-2 – La Veta Elementary School – Roof Replacement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	33,133
Replacement Value:	\$7,114,090
Condition Budget:	\$2,673,952
Total FCI:	37.59%
Energy Budget:	\$11,597
Suitability Budget:	\$2,093,700
Total RSLI:	28%
Total CFI:	67.2%
Condition Score:	3.12
Energy Score: (20%)	1.85
Suitability Score: (40%)	3.85
School Score:	3.16



Q#110.4- The roof covering has no reported leaks, but is showing signs of age. Rated a 3.0

La Veta Re-2 – La Veta Jr/Sr High School – Roof Replacement/Bat Removal

Number of Buildings:	3
All or Portion built by WPA:	Yes
Gross Area (SF):	31,874
Replacement Value:	\$8,885,789
Condition Budget:	\$1,703,789
Total FCI:	19.17%
Energy Budget:	\$0
Suitability Budget:	\$1,557,900
Total RSLI:	26%
Total CFI:	36.7%
Condition Score: (60%)	4.04
Energy Score: (0%)	4.35
Suitability Score: (40%)	3.88
School Score:	TBD



Q#110.4- The roof covering in poor condition with reported leaks. Rated a 2.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: LA VETA RE-2

Project Rank: 1.50

County: HUERFANO

Applicant Priority #: 1

Project Title: ES & HS Roof Replacements/Bat & Pigeon Dropping Abatement

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Bat feces eradication | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The La Veta Re-2 School District is a K-12 campus with six buildings that are used for educational purposes. The roofs of the Elementary School and the High School have exceeded their life expectancy and as such, have created situations that have a negative impact on the health and learning environment of the students. La Veta School's experiences an average of 98% in student enrollment, a 100% graduation rate and 90% of the graduates attending secondary education.

The La Veta High School, located on the South side of Garland Street, was built in 1911 with additions in 1925 and 1937 for a total of 25,016 square feet. There are currently 136 students enrolled, with students consistently meeting and exceeding State Standards. Staff, students and community place a high level of importance on education. The counselor's office, where the bats have decided to live, is a hub of student activity, planning for future educational needs, problem solving and the myriad of issues today's youth must face. Having this office "contaminated" is a hindrance in the District's goal to provide the students with every opportunity availed by the school counselor.

The state of the high school roof is creating myriad of problems from children falling ill due to the erratic temperatures in the classrooms, to the threat of exposure to histoplasmosis in the air. Two of three roof deckings need to be replaced to increase sufficient climate control in the classrooms and prevent the migration of pests into the attic. The roof of the high school has deteriorated to the degree that there are holes and gaps that have allowed bats, pigeons and rats to occupy the attic space contributing to health and safety issues. Histoplasmosis, caused by bat guano, can cause serious respiratory diseases in humans, causing fever and chest pains. If left untreated, histoplasmosis can turn into a chronic lung disease that resembles tuberculosis. Optimally, the attic should be eradicated of the feces and other contaminants while the roof is off, this will prevent exposure of contaminants being spread throughout the building.

The High School project totals 13,503 square feet of roof repairs and will include removal of the existing two shingle roof system and asphaltic roof system down to the surface of the wood plank decking. A new 40 year asphalt dimensional shingle roof with galvanized flashings, new pipe jack and bents, gutters and downspouts will be installed. The District will be provided with a written MRCA warranty covering material and labor in a leak free state at a no dollar limit.

The Elementary School, located on the North side of Garland Street, was built in 1952 with an addition in 1983, for a total of 11,935 square feet. The Elementary houses 118 students in 1st through 6th grade, a library and computer lab. The Elementary is consistently a High Performing School and continues to succeed despite the adverse environmental conditions created by the inability to control the room temperatures resulting from the inadequate roofs.

Both roofs are well past the point of economic repair making it impossible to keep the cold air out and the hot air in. Teachers are forced to keep the doors and windows open in the spring and fall leaving classrooms open and at risk for health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law. In the winter it is common to see students sitting at their desks in their coats or red faced from the heat in the fall and spring. It is the dedication of the staff that perseveres through these adverse conditions to educate their students at such a high level. Gaps in the roofs are allowing water to migrate into the walls creating the potential for mold and mildew if not addressed and repaired as soon as possible. These roofs are well past their point of usefulness and are cost prohibitive to maintain in this state of disrepair

Issue: Roof

Deficiencies Associated with this Issue:

Both the High School and Elementary buildings' roofs have deteriorated and are past economic repair. Gaps are creating problems with leakage seeping into the buildings' structure creating the potential for mold and mildew and deterioration of the buildings structure. The gaps in the high school also allow unwanted pests to enter and make their "homes". Without adequate roofing hot or cold air, depending on the season, creates a learning environment that is uncomfortable and prohibitive for classroom temperature control creating a non-conductive learning environment

Proposed Solution to Address the Deficiencies Listed Above:

Contractors will remove the current asphalt 3 tab shingle roof system in the High School on Deck 1, raise the mechanical curbs to accommodate 8" flashing, install a base layer of Type X gypsum board, install insulation gutters, downspouts and install a 40 year dimensional shingle over the new underlayment. This roof will have a 2 MRCA year warranty covering material and labor in a leak free state with no dollar limit. Deck 2's asphaltic roof system will be removed to the wood decking and will be replaced with a 60 mil adhered EPDM roof system. This roof has a ten year warranty covering material and labor in a leak free state at no dollar limit. The elementary roofs existing BUR system will be removed down to the surface of the wood and concrete decking. They will raise all mechanical curbs, replace the gypsum board, apply a foam insulation,, covered with wood fiber insulation board and install a four-ply asphalt BUR system with Type IV felts and Type III asphalt, add a flashing system, gutters and down spouts. A manufacturer's written ten year warranty covering material and labor in a leak free state at a no dollar limit with be provided.

How Urgent is this Project:

Located at 7000 ft. weather is a factor in our time frame to remove and replace roofs, the window is approximately 4 months from Mid-May through Mid-September and will give contractors the ability to take off the roofs without too much concern for weather issues. The improvement of the learning environment is necessary before our roofs deteriorate further and we are faced with black mold. The summer time frame allows minimal disruption of student's education.

What is the Cost Associated with this Project:

\$250,564

Issue: Other

Deficiencies Associated with this Issue:

The High School roof has gaps in the fascia and roof big enough bats, rats and pigeons to find their way into the high school attic generating large accumulations of droppings and nests. Abatement is critical to prevent histoplasmosis being released into the air and prevent potential serious illnesses.

Proposed Solution to Address the Deficiencies Listed Above:

While the roof is off, contaminated insulation and walls will be vacuumed, antimicrobial applied, and a solution sprayed to prevent the dust from becoming airborne. The abatement team will scrape mold and fungus from the affected area and chemically treat those areas. The contractors will thoroughly inspect the area to determine that there are no varmints or residuals left in the attic. Internal cracks will be sealed and the holes in the roofing and flashing will be repaired as a natural part of the project.

How Urgent is this Project:

It is imperative to address this critical health risk. Bats are considered to be a major reservoir for viral diseases. These viruses and their host cells are often excreted in the feces. Nesting materials may be infested with assorted parasites such as lice, ticks, and mites where they can remain for several weeks. Histoplasmosis can turn into chronic lung disease resembling tuberculosis or other illnesses and other side effects. The Center for Disease control states that in order to reduce exposure to these contaminants, "when a colony of bats or a flock of birds is discovered roosting in a building, immediate action should be taken to exclude the intruders by sealing all entry points." This is a threat we cannot put off any longer and risk exposing the students. This must be eradicated as soon as possible.

What is the Cost Associated with this Project:

\$40,385.50

How Does this Project Conform with the Construction Guidelines:

In line with the Public Schools Construction Guidelines this project conforms with the guidelines as per:

Section I:

- 1.2.1 Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law;
- 1.2.5 Functionality of existing and planned public school facilities for core educational programs, particularly those education programs for which the State Board has adopted state model content standards;

Section II:

- 3.1 Sound building structural systems. Each building should be constructed and maintained with a sound structural foundation, floor, wall and roof systems. Local snow, wind exposure, seismic, along with pertaining importance factors shall be considered.
- 3.2 A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building. This is a Low-slope roof.
 - 3.2.1 Low-slope roofing:
 - 3.2.1.1 built-up-Roofing (BUR) (this will be used in the elementary);
 - 3.2.1.2 Ethylene Propylene Diene Monomer (EPDM) (this will be used in the high school).

Section IV:

- 6.3 Building code, health, and safety deficiency at school facilities as compared to SECTION ONE and associated costs to bring deficiencies up to current code.

How does the Applicant plan to Maintain this Project if it is Awarded:

The District will contract for an Owner's Representative to insure the optimum installation of the new roofing system and total eradication of the bat, rat and pigeon feces. This will assure the District's desire to obtain a quality product that will last the optimal life expectancy of 20 years or more. Additionally, the Owner's Rep will be able to keep the contractor's within the very strict timeline available (mid-May through mid-September) to do the work. The Owner's Representative will work with the roofing contractors and will ascertain the warranties on the new roofs and establish the best maintenance plan for the new roofs according to manufacturer's warranties.

At a minimum, the new roofing system will be inspected visually twice a year. In addition District Maintenance staff will monitor the roofs with additional inspections following long periods of snow and rain, and after the windy seasons to address potential issues. Documentation of any deficiencies will be noted and reported to the manufacturers. Deficiencies will be handled under the required Manufacturer's Warranty specifications. The costs for the warranties are front loaded into the cost of the roofing project and are calculated at .20 per square foot. Once the roofs have been replaced, and the attic abated, it is anticipated that the roofs will experience a minimum of a ten year period of low maintenance. Contributions to the Capital Reserve Fund will be maintained at approximately \$10,000 per year dedicated to maintaining the roofs and providing ample funds to maintain the replaced roofs and repair roofing as needed. Every effort will be made to insure their potential life expectancy of over 20 years.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$10,000

CDE Comments:

Funded FTE Count: 238
Assessed Valuation: \$37,540,120.00
PPAV: \$158,063.66
Bonded Debt: \$860,000.00
Total Bonding Capacity: \$7,508,024.00
% of Bonding Capacity Used: 11.45%
Bond Capital Remaining: \$6,648,024.00
Existing Bond Mill Levy: 2.45
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Bonded Debt Approved: \$1,000,000
Year Bonded Election Approved: 2002
Bonded Debt Failed:
Year Bond Election Failed:
2009 Bond Election Results: N/A
Median Household Income:** \$20,864.00
Free or Reduced Lunch %: 48.78%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$161,880.18
Current Project Match: \$223,548.82
Current Total Project Cost: \$385,429.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$350,390.00
Cost Per Sq Ft: \$13.00
Cost Per Pupil: \$1,379.00

Affected Sq Ft: 25,116
Master Plan Complete: Yes
CDE Minimum Match Percent: 58
Actual Match Provided: 58
Was a Waiver Letter Required: N/A
FCI: 28.38%
CFI: 51.95%
Inflation: 0
Davis- Bacon Wage Requirement:

-Facilities Affected By This Grant Application-

Trinidad 1 – Trinidad Middle School – Roof Replacement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	103,160
Replacement Value:	\$26,880,900
Condition Budget:	\$16,088,876
Total FCI:	59.85%
Energy Budget:	\$0
Suitability Budget:	\$4,071,400
Total RSLI:	9%
Total CFI:	75.0%
Condition Score:	2.01
Energy Score: (20%)	4.35
Suitability Score: (40%)	4.21
School Score:	3.36



Q#110.4- The roof covering has no reported leaks, but is showing signs of age. Rated a 3.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: TRINIDAD 1

Project Rank: 1.50

County: LAS ANIMAS

Applicant Priority #: 3

Project Title: Partial MS Roof Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The existing roof over the cafeteria portion and major hallway of the Trinidad Middle School is in severe need of replacement. The roof leaks during snow and rain storms and continues to cause maintenance issues to monitor and maintain. There is a strong potential for a student, teacher or administrator to slip and fall if the moisture goes undetected. This portion of the roof is the old section that has not been replaced. Due to the high volume of traffic between periods and the lunch hours we want to eliminate a potential safety hazard that exists during and after storms.

Issue: Roof

Deficiencies Associated with this Issue:

The existing roof over the cafeteria portion and major hallway of the Trinidad Middle School is in severe need of replacement. The roof leaks during snow and rain storms and continues to cause maintenance issues to monitor and maintain. There is a strong potential for a student, teacher or administrator to slip and fall if the moisture goes undetected. This portion of the roof is the old section that has not been replaced. Due to the high volume of traffic between periods and the lunch hours we want to eliminate a potential safety hazard that exists during and after storms.

Proposed Solution to Address the Deficiencies Listed Above:

The Trinidad School District would like to replace this section of roof and bring it up to the standards of the remaining roof that was installed during the last renovation of the middle school. This will remove the safety hazard that exists when a snow or rain storm hits during class instruction and lunch periods.

How Urgent is this Project:

As the result of the numerous snow storms that have hit during the past year this section of the roof is beginning to cause major issues in maintaining and detecting moisture on the floor. We would like to complete a repair of this roof section to eliminate the potential safety hazard.

What is the Cost Associated with this Project:

88740

How Does this Project Conform with the Construction Guidelines:

As the result of the potential safety hazards that exist during storms this project meets the guidelines for the Public Schools Construction. A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building. Given the state of the roof this is not evident at this time.

How does the Applicant plan to Maintain this Project if it is Awarded:

As part of our normal budget process we will plan to set aside General Funds or capital funds to be able to maintain this roof in a working condition.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$3000

CDE Comments:

Funded FTE Count:	1,500	Bonded Debt Approved:	\$7,175,000
Assessed Valuation:	\$150,397,400.00	Year Bonded Election Approved:	2000
PPAV:	\$100,298.37	Bonded Debt Failed:	\$2,400,000
Bonded Debt:	\$5,495,000.00	Year Bond Election Failed:	2007
Total Bonding Capacity:	\$30,079,480.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	18.27%	Median Household Income:**	\$16,898.00
Bond Capital Remaining:	\$24,584,480.00	Free or Reduced Lunch %:	59.68%
Existing Bond Mill Levy:	3.837	State Financial Watch:	No

Who Owns the Facility: District

If it's a 3rd Party Explain:

If it's a Charter School, Where will the Facility Revert To:

Charter School Fund Balance:

Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$87,852.60
Current Project Match:	\$9,761.40
Current Total Project Cost:	\$97,614.00
Previous Grant Awards:	\$0.00
Previous Matches:	\$0.00
Future Grant Requests:	\$0.00
Future Matches:	\$0.00
Total for all Phases:	\$88,740.00
Cost Per Sq Ft:	\$14.00
Cost Per Pupil:	\$261.00

Affected Sq Ft:	6,100
Master Plan Complete:	Yes
CDE Minimum Match Percent:	40
Actual Match Provided:	10
Was a Waiver Letter Required:	Yes
FCI:	59.85%
CFI:	75.00%
Inflation:	0
Davis- Bacon Wage Requirement:	

-Facilities Affected By This Grant Application-

Montrose Re-1J – Montrose HS – Music and Weight Room Roof Replacement

Number of Buildings:	1
All or Portion built by WPA:	
Gross Area (SF):	193,577
Replacement Value:	\$51,521,299
Condition Budget:	\$10,620,701
Total FCI:	20.61%
Energy Budget:	\$0
Suitability Budget:	\$12,002,400
Total RSLI:	28%
Total CFI:	43.9%
Condition Score:	3.97
Energy Score: (20%)	3.95
Suitability Score: (40%)	4.06
School Score:	4.00



Q#110.4- The roof covering has no reported leaks, but is showing signs of age. Rated a 3.0

CDE COMMENT - Weight & Music Room are part of the main building and had new roofs installed in the early 80's. Parsons noted the roof had been replaced in 2008, but this note did not pertain to the entire roof. Different sections of the main building have been re-roofed at different times.

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: MONTROSE RE-1J

Project Rank: 1.50

County: MONTROSE

Applicant Priority #: 1

Project Title: HS Partial Roof Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Montrose High School (MHS) was constructed over a period of several years. Starting in the 1940's, additions were added in the 60's early 70's mid 80's and the latest addition was added in 2003. The total square footage for the school is now at 121,919. Located in the center of town off Colorado State Highway 550, MHS is a well recognized icon in the community. The school currently houses the 9th through 12 grade population of the city of Montrose and portions of Montrose County. The October 2009 student count reported to CDE for Montrose High School was 1,319.

At MHS, the following educational programs are offered to students. Language Arts, Mathematics Science History Applied Technology Art Business Civics Consumer & Family Studies Counseling , Foreign Language, Geography, Health, Music, Physical Education and Technology. Additionally, the Fine Arts and Athletic departments have been outstanding over the past years. In relation to maintenance, MHS is the largest school in the RE-1J portfolio. Thus it has seems to have the greatest needs in regard to maintenance(324 work orders issues since January 1, 2010). Additionally, the campus is used 350+ days per year with not only school district events, but with outside community based events, including usage by the Montrose Recreation District.

MHS has been the recipient of several CDE capital construction grants over the past several years. Those grants included a new boiler plant for the older portion of the building. Additionally, three (3) roofs have been funded by CDE. These roofs include the 2nd floor classrooms building, the science "quad" classrooms and the library at the school. Lastly a grant for window replacement was received.

With this in mind, the school district is excited about the B.E.S.T. grant program and is looking forward to requesting additional funding from the program for the schools greatest needs. During the 1990's the school district finances were at an all time low. Consequently, the facilities took a "back seat" within the district. Roofs, safety and general upkeep were not a priority. Thus, several buildings suffered from this deferment. Since 2001, the district has taken an aggressive stance in regard to facility maintenance and upkeep. Whenever possible grants have been appealed for and in 2002, a Bond/Sale tax proposal was given to the voters for their approval. It passed with a 2/3 majority and MHS received a 12 classroom additional from that voter approved package.

Our request for B.E.S.T. funding this 2010 cycle is based upon a need that has there for several years. The roofs at MHS have been failing for some time now and as previously noted; we have applied for and have been successful with these requests. We would like to keep our repairs going on this building by applying for this year's cycle.

Issue: Roof

Deficiencies Associated with this Issue:

This request is for two (2) sections of roof on the Montrose High School Campus. The first roof noted is the Music Room roof. It is a 2,950 square foot fully adhered to single ply EPDM unreinforced membrane roof over rigid insulation over an existing smooth three ply built up roof over a wood deck. The second roof is the weight room roof. It is a stone ballasted EPDM single ply membrane roof over rigid insulation over an existing smooth surfaced built-up roof over a dead flat structural Tectum deck with an area just over 2,800 square ft. Both of these roofs were installed in the early 80's. School district records do not indicate the installer or the manufacture of the existing roofs. On both roofs, the flat surfaces result in standing water stored on the roof with rainfall or snowmelt. Several patches on the existing roof surfaces show proof of the roofs accelerating failure. The rooftop HVAC units currently rest on floating wood sleepers. Water is trapped beneath the units creating problems that can't be fixed as there is no access. Solid wood blocking between the roof curb and the wood deck below should have been done. Spitters were the only path for water to sheet flow off the roof cascading to the Quad roof below. As a request of these issues, a roof drain was added to the existing roof to drain water that pools nearly two inches. The existing wood deck has no slope and ponds water. In addition to the repairs, roof access is needed. Currently the most direct way to access all the roofs is by means of a ladder placed on the top landing near a mechanical space on the southeast corner near the old gym. It is dangerous and unsafe condition.

Proposed Solution to Address the Deficiencies Listed Above:

The recommendation from our Roofing Consultant is to tear-off the existing roofing systems and existing water saturated rigid insulation systems. None of the existing insulation is to be saved for re-use due to the extensive leaks. The first layer of felt should be saved (when possible) to prevent damage to the Tectum deck during tear-off. The existing roof drain should be replaced and a two new roof drains added. Two layers of two inch thick polyisocyanurate insulation at R-5.56 per inch will exceed the current energy code recommendation or R-20. Tapered rigid insulation should be added to the flat deck. The new roof drains will be recessed into four foot square tapered sumps. A single overflow scupper should serve all three main drains. This system proposed is similar to other roofs that we have completed within the district. The repair will provide years of a safe environment for the students, staff and community. Additionally, it will provide a longer life to an aging building. On the roof access issue, we are recommending we install a new roof access hatch and a steel ladder from the Wrestling Room. An interior ladder will be installed and this will provide a safe access to the roof that would compliant with current building codes. Another concern and issue that

would be resolved with replacement of this roof is the potential mold colonies that can occur. Replacement will deprive mold colonies the required moisture provided, which will be a healthy environment for the students.

How Urgent is this Project:

While the district has managed the issue for several years, we have been difficulty in keeping up with the frequency of roof leaks this past year. We feel that at this point it is very urgent to replace this roof and lessen the disruption of education to area, along with the cost involved to keep this roof repaired.

What is the Cost Associated with this Project:

\$65,000-\$75,000

How Does this Project Conform with the Construction Guidelines:

This project conforms to the current construction guidelines. One of the major benefits of the project would be an increase in the overall R Value of the structure, thus reducing heating and cooling costs. Further, this campus would better comply with the requirements of the Division of Public and Oil Safety.

How does the Applicant plan to Maintain this Project if it is Awarded:

A fifteen (15) to twenty (20) year warranty will be provided by the manufacturer, with a one to two year warranty provided by the installer. Maintenance is budgeted annually through General Fund Operating budgets. The maintenance budget averages between \$400,000 and \$600,000 per year and covers all expenses related to upkeep and required repairs within the district. Through this fund any items that are not covered by the aforementioned warranties will be taken care of.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$5000.00

CDE Comments:

Funded FTE Count:	6,010	Bonded Debt Approved:	\$23,000,000
Assessed Valuation:	\$539,295,585.00	Year Bonded Election Approved:	2002
PPAV:	\$89,725.58	Bonded Debt Failed:	\$13,000,000
Bonded Debt:	\$9,210,000.00	Year Bond Election Failed:	1999
Total Bonding Capacity:	\$107,859,117.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	8.54%	Median Household Income:**	\$17,463.00
Bond Capital Remaining:	\$98,649,117.00	Free or Reduced Lunch %:	54.84%
Existing Bond Mill Levy:	1.562	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$46,200.00	Affected Sq Ft:	5,750
Current Project Match:	\$36,300.00	Master Plan Complete:	No
Current Total Project Cost:	\$82,500.00	CDE Minimum Match Percent:	44
Previous Grant Awards:	\$0.00	Actual Match Provided:	44
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	20.61%
Future Matches:	\$0.00	CFI:	43.90%
Total for all Phases:	\$75,000.00	Inflation:	1
Cost Per Sq Ft:	\$13.00		
Cost Per Pupil:	\$300.00	Davis- Bacon Wage Requirement:	

-Facilities Affected By This Grant Application-

East Otero R-1 – Columbian Elementary School – Roof Replacement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	38,700
Replacement Value:	\$7,983,588
Condition Budget:	\$2,365,135
Total FCI:	29.62%
Energy Budget:	\$0
Suitability Budget:	\$0
Total RSLI:	11%
Total CFI:	29.6%
Condition Score: (60%)	0.00
Energy Score: (0%)	0.35
Suitability Score: (40%)	N/A
School Score:	TBD



Q#110.4- The roof covering is in poor condition with reported leaks. Rated a 2.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: EAST OTERO R-1

Project Rank: 1.50

County: OTERO

Applicant Priority #: 2

Project Title: ES Roof Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The 2,650 square foot, 20 -Year old EPDM roofing system over the SE Classroom section has 3 roofing systems installed on structural deck. The roofing system is 100% saturated from the structural deck to the surface. The EPDM roofing system has exceeded its functional life cycle by 5-years and has failed. The roofing systems flashing systems have numerous holes and have become detached from parapet walls. The EPDM roof is installed over (2) saturated Built-Up Roofs. The original built-up roofing system contains asbestos plies. The roofing system has been coated approximately 8 years ago to extend the life. The roofing system was diagnosed as being 80%+ saturated in the 2007 roof inspection. 75%+ of the roofing membrane is not attached to the structure due to adhesive failure from saturation. The roofing system is over a classroom. There are numerous areas of interior water damage. At the current level of saturation the weight of the (3) roofing systems is a concern.

The 10,000 square foot, 15-Year old torch applied modified bitumen roofing system section has lost 85% of its surfacing due to age. The loss of waterproofing asphalt on the modified bitumen surface has started to show the reinforcing mat in the roof membrane. The roofing system also has numerous blisters and membrane seams to repair. The flashing systems have large splits along the cant strip and vertical seams. Counterflashings and penetration flashings assemblies are all weathered and in need of major repairs. The classroom and kitchen both have multiple leaks in the aging roof system. Leaks are over a food preparation area create a health concern. Multiple roof leaks have damaged carpets in the classroom adjacent to the kitchen. The gymnasium also has numerous roof leaks where the water runs down the gym walls causing damage and warping of the hardwood gymnasium floor. Numerous attempts have been made to fix the leaks but they continue to re-occur.

The water damage repair, maintenance costs, remediation and mold risk is an on-going burden on the district's small maintenance staff and a distraction to the student's learning environment.

Issue: Roof

Deficiencies Associated with this Issue:

The 20 -Year old EPDM roofing system over the SE Classroom section has 3 roofing systems installed on structural deck. The roofing system is 100% saturated from the structural deck to the surface. The EPDM roofing system has exceeded its functional life cycle by 5-years and has failed. The roofing systems flashing systems have numerous holes and have become detached from parapet walls. The EPDM roof is installed over (2) saturated Built-Up Roofs. The original built-up roofing system contains asbestos plies. The roofing system has been coated approximately 8 years ago to extend the life. The roofing system was diagnosed as being 80%+ saturated in the 2007 roof inspection. 75%+ of the roofing membrane is not attached to the structure due to adhesive failure from saturation.

Proposed Solution to Address the Deficiencies Listed Above:

The roofing replacement project was specified by Weatherproofing Technologies Inc, in strict accordance with the Public Schools Facilities Construction Guidelines. The roofing project incorporates the sustainability and "zero waste" policy requirement in the Public Schools Facilities Construction Guidelines.

The project includes complete removal and disposal of the existing SE Classroom 2,650 square foot EPDM roofing system and the original 36 year old Built-Up Roofing System to the structural concrete deck. The project will include installation of a new Class A Fire Rated Energy Star fully adhered TPA Single Ply (white) roofing system, identical to the roofing system installed on the main roof in 2006. The system will include new 2" polyisocyanurate insulation and Dens Deck Coverboard to increase R value to 19.

The classroom, kitchen and gymnasium roofing system (10,000 ft²) will be replaced with a new Class A Fire Rated Energy Star mechanically attached TPA Single Ply (white) roofing system identical to the roofing system installed on the main roof in 2006. The existing dry roof insulation will be recycled in the new roofing system as well as an additional insulation board to increase the R-Value to 22.

The project will have a full time Weatherproofing Technologies Job Site Inspector for the duration of the project.

How Urgent is this Project:

The roofing systems have been recommended for replacement since 2007 due to their deteriorated condition. Accounting for the saturation, weight, asbestos and mold content of the roofing system it is a serious Health & Safety concern for our students.

What is the Cost Associated with this Project:

159,645

How Does this Project Conform with the Construction Guidelines:

The roofing project's conformity with the Public Schools Construction Guidelines are outlined as follows:

5.1.21. "Employ cool or green roofs to reduce heat island effects. The buildings cooling load should be considered when selecting roofing materials."

The TPA roofing system meets Cool Roof Requirements.

5.1.25. "Utilizing, when possible, sustainable (green) building materials that are durable, easily maintained, resource efficient, energy efficient and emit low levels of harmful gases. Whenever possible utilize EPA Energy Star labeled systems and equipment. Coloradobased and local and regional material manufactures should be used whenever possible to reduce the impact of transportation costs and support regional and state economies."

The TPA roofing system is an Energy Star product.

5.4. "Adoption of a goal of "zero waste" from construction of new buildings and operation and renovation of existing facilities through re-use, reduction, recycling, and composting of waste streams."

The new roofing system will recycle the existing dry roofing insulation.

5.5. "Training to establish district wide preventative maintenance tasks for all building systems to determine that systems are functioning as designed and clearly outline follow-up maintenance procedures to keep equipment and materials functioning as intended, extend life of equipment, and reduce operational costs."

O&M Training is to be provided by the system manufacturer to all applicable district employess. Inspection guidelines and maintenance manuals are provided.

This project is not required to conform to the CCABA guidelines bases on the following: The value of the part of that building is \$773,099.00, the estimated replacement cost is \$1,546,199.00

How does the Applicant plan to Maintain this Project if it is Awarded:

This capital construction project will be maintained by the 15-Year Roofing Manufacturer's Warranty. The roofing manufacturer's factory technicians will be providing inspection, preventive maintenance and training for the life of the roof's performance warranty. These programs meet the guidelines of the PSFCG Section 5.5. All costs associated with the maintenance and upkeep of the investment is the responsibility of the manufacturer.

The lifecycle of this roofing system is 20+ years. Replacement budgets will be considered in year 2020 to allow 10 years to budget replacement.

Due to declining enrollment, along with State budget cuts, East Otero School District R-1 School Board has voted to close one of our facilities, redistributing our students from 4 buildings to 3. The building selected to close is our Intermediate School located at 1401 E. 6th St., La Junta, CO. In the fall of 2010, we will be moving our 7th and 8th to the High School and our 3rd thru 6th grade to our Middle School.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$7982.25

CDE Comments:

PER INFORMATION PROVIDED BY THE DISTRICT, OUT OF 320 PEOPLE WHO USE THIS FACILITY, 147 OF THEM ARE PRE-SCHOOLERS USING THE FACILITY F/T DURING THE DAY. THE REMAINING 173 USERS ARE FOR NON K-12 PROGRAMMING.

Funded FTE Count:	1,302	Bonded Debt Approved:	\$4,300,000
Assessed Valuation:	\$54,513,872.00	Year Bonded Election Approved:	2008
PPAV:	\$41,853.26	Bonded Debt Failed:	\$4,000,000
Bonded Debt:	\$3,240,000.00	Year Bond Election Failed:	2003
Total Bonding Capacity:	\$10,902,774.40	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	29.72%	Median Household Income:**	\$15,106.00
Bond Capital Remaining:	\$7,662,774.40	Free or Reduced Lunch %:	64.55%
Existing Bond Mill Levy:	10.801	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$175,476.98	Affected Sq Ft:	12,650
Current Project Match:	\$28,566.02	Master Plan Complete:	No

Current Total Project Cost: \$204,043.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$185,494.00
Cost Per Sq Ft: \$15.00
Cost Per Pupil: \$1,261.00

CDE Minimum Match Percent: 14
Actual Match Provided: 14
Was a Waiver Letter Required: N/A
FCI: 29.62%
CFI: 29.60%
Inflation: 2
Davis- Bacon Wage Requirement:

-Facilities Affected By This Grant Application-

East Otero R-1 – La Junta Middle School – Roof Replacement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	65,848
Replacement Value:	\$17,044,396
Condition Budget:	\$1,264,016
Total FCI:	7.42%
Energy Budget:	\$23,047
Suitability Budget:	\$4,455,800
Total RSLI:	31%
Total CFI:	33.7%
Condition Score:	4.63
Energy Score: (20%)	1.85
Suitability Score: (40%)	3.86
School Score:	3.77



Q#110.4- The roof covering is in good condition. Rated a 4.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: EAST OTERO R-1

Project Rank: 1.50

County: OTERO

Applicant Priority #: 3

Project Title: MS Roof Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The 15 -Year Old 45-mil EPDM Roofing System has reached the end of its functional life cycle and showing typical signs of its age. The school has numerous flashing issues that are causing water to enter into the wall space and classrooms. Evidence of this moisture is present throughout the entire facility. The water damage repair and remediation is an on-going burden on the district's small maintenance staff and a distraction to the student's learning environment. The roofing system is beginning to show small tears and "pin holes" in the thin membrane. Inspection of the interior space showed water damage in 12 different areas. Further degradation of the roofing system increases the districts costs to repair, increases water damage events and is only avoiding much needed replacement.

Issue: Roof

Deficiencies Associated with this Issue:

The 15 -Year Old 45-mil EPDM Roofing System has reached the end of its functional life cycle and showing typical signs of its age. The school has numerous flashing issues that are causing water to enter into the wall space and classrooms. Evidence of this moisture is present throughout the entire facility. The water damage repair and remediation is an on-going burden on the district's small maintenance staff and a distraction to the student's learning environment. The roofing system is beginning to show small tears and "pin holes" in the thin membrane. Inspection of the interior space showed water damage in 12 different areas. Further degradation of the roofing system increases the districts costs to repair, increases water damage events and is only avoiding much needed replacement.

Proposed Solution to Address the Deficiencies Listed Above:

The project includes complete removal of the 23,635 square foot EPDM membrane and flashing systems. Existing dry insulation and roofing ballast will be used in the new roofing assembly to reduce waste and minimize costs. The project includes installation of a recycled wood fiber coverboard and a new Class A Fire Rated 60-mil TPA Energy Star Roofing System.

How Urgent is this Project:

The project was applied for in the last grant cycle as an urgent need. Leak occurrences and water damage has more than doubled in the last 12 months.

What is the Cost Associated with this Project:

167220

How Does this Project Conform with the Construction Guidelines:

The roofing project's conformity with the Public Schools Construction Guidelines are outlined as follows:

5.1.21. "Employ cool or green roofs to reduce heat island effects. The buildings cooling load should be considered when selecting roofing materials."

The TPA roofing system meets Cool Roof Requirements.

5.1.25. "Utilizing, when possible, sustainable (green) building materials that are durable, easily maintained, resource efficient, energy efficient and emit low levels of harmful gases. Whenever possible utilize EPA Energy Star labeled systems and equipment. Coloradobased and local and regional material manufactures should be used whenever possible to reduce the impact of transportation costs and support regional and state economies."

The TPA roofing system is an Energy Star product.

5.4. "Adoption of a goal of "zero waste" from construction of new buildings and operation and renovation of existing facilities through re-use, reduction, recycling, and composting of waste streams."

The new roofing system will recycle the existing dry roofing insulation.

5.5. "Training to establish district wide preventative maintenance tasks for all building systems to determine that systems are functioning as designed and clearly outline follow-up maintenance procedures to keep equipment and materials functioning as intended, extend life of equipment, and reduce operational costs."

O&M Training is to be provided by the system manufacturer to all applicable district employees. Inspection guidelines and maintenance manuals are provided.

This project is not required to conform to the CCABA guidelines bases on the following: The value of the building is \$.00, the estimated replacement cost is \$

How does the Applicant plan to Maintain this Project if it is Awarded:

This capital construction project will be maintained by the 15-Year Roofing Manufacturer’s Warranty. The roofing manufacturer’s factory technicians will be providing inspection, preventive maintenance and training for the life of the roof’s performance warranty. These programs meet the guidelines of the PSFCG Section 5.5. All costs associated with the maintenance and upkeep of the investment is the responsibility of the manufacturer.

Due to declining enrollment, along with State budget cuts, East Otero School District R-1 School Board has voted to close one of our facilities, redistributing our students from 4 buildings to 3. The building selected to close is our Intermediate School located at 1401 E. 6th St., La Junta, CO. In the fall of 2010, we will be moving our 7th and 8th to the High School and our 3rd thru 6th grade to our Middle School.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$11,148.00

CDE Comments:

Funded FTE Count:	1,302	Bonded Debt Approved:	\$4,300,000
Assessed Valuation:	\$54,513,872.00	Year Bonded Election Approved:	2008
PPAV:	\$41,853.26	Bonded Debt Failed:	\$4,000,000
Bonded Debt:	\$3,240,000.00	Year Bond Election Failed:	2003
Total Bonding Capacity:	\$10,902,774.40	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	29.72%	Median Household Income:**	\$15,106.00
Bond Capital Remaining:	\$7,662,774.40	Free or Reduced Lunch %:	64.55%
Existing Bond Mill Levy:	10.801	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$185,704.10	Affected Sq Ft:	23,635
Current Project Match:	\$30,230.90	Master Plan Complete:	No
Current Total Project Cost:	\$215,935.00	CDE Minimum Match Percent:	14
Previous Grant Awards:	\$0.00	Actual Match Provided:	14
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	7.42%
Future Matches:	\$0.00	CFI:	33.70%
Total for all Phases:	\$196,305.00	Inflation:	2
Cost Per Sq Ft:	\$8.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$531.00		

-Facilities Affected By This Grant Application-

East Otero R-1 – La Junta High School – Roof Replacement

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	136,351
Replacement Value:	\$35,020,890
Condition Budget:	\$12,912,968
Total FCI:	36.87%
Energy Budget:	\$47,723
Suitability Budget:	\$3,921,000
Total RSLI:	17%
Total CFI:	48.2%
Condition Score:	3.16
Energy Score: (20%)	3.10
Suitability Score: (40%)	1.98
School Score:	2.67



Q#110.4- The roof covering has no reported leaks, but is showing signs of age. Rated a 3.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: EAST OTERO R-1

Project Rank: 1.50

County: OTERO

Applicant Priority #: 4

Project Title: Partial HS Roof Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Providing a solution to the roofing problems will allow for an uninterrupted learning environment for education free from water damage from the aged roofing system. The solution will make for a code approved weight for the existing structure's roofing system and an asbestos free learning environment. Installation of the new roofing system will provide a long term sustainable solution to the existing failed roofing system.

Issue: Roof

Deficiencies Associated with this Issue:

The 20 -Year old T-Loc shingle roofing system is past its functional life cycle and showing typical signs of roof failure. The 20 year old t-loc shingle is installed over an old asbestos based 3-tab asphaltic shingle. This roof section has 4 roofing assemblies attached to the structural decking. The weight of the 4 roofing systems and the stress created from 2006 blizzards has created weight concerns on the current structure. The weight of the existing 4 roofing systems excluding saturation is approximately 12 pounds per square foot. The roofing systems are over classrooms. There are numerous areas of interior water damage. The roofing systems flashing systems have deteriorated and may be causing some damage to structural roof decking. Water damage to rafters, rafter tails and fascia is everywhere. The roofing system is in a high wind area and shingle replacement is a constant maintenance cost. The roofing system is missing approximately 10% of the shingles and 20% are damaged from wind. The water damage repair, shingle replacement and remediation are on-going burdens to the district's small maintenance staff and a distraction to the student's learning environment. The weight and asbestos content of the current 4 roofing systems is a safety hazard to the classroom below.

If the project is not funded the district will continue to use maintenance dollars to try to stop water damage and ongoing distractions to the learning environment and classrooms. The district may consider using the classroom space for an alternate use due to the condition of the roofing system and the safety issue it creates. Continued water infiltration into the structure will further degrade walls, structural roof decking, increase the mold risk and damage interior contents. Failure to remove the saturated asbestos based roofing systems will only continue to degrade the structure and increase risk of collapse.

Proposed Solution to Address the Deficiencies Listed Above:

The roofing repair project was specified by Weatherproofing Technologies Inc, in strict accordance with the Public Schools Facilities Construction Guidelines (PSFCG). The project includes complete removal and asbestos disposal of the existing (4) 11,000 square foot shingle roofing systems to the structural wood deck. The project will include installation of a new Class A Fire Rated 22-gauge Standing Seam Metal Roofing System and Grace Ice & Water Shield Underlayment. The system will include new flashing details, fascia, pre-manufactured curbs and penetration flashings. This provides the school district with a 40+ year old roofing system solution, a return for its investment and lowers the districts energy operating costs. The project will have a full time Weatherproofing Technologies Job Site Inspector for the duration of the project.

Providing a solution to the roofing problems will allow for an uninterrupted learning environment for education free from water damage from the aged roofing system. The solution will make for a code approved weight for the existing structure's roofing system and an asbestos free learning environment. Installation of the new roofing system will provide a long term sustainable solution to the existing failed roofing system.

How Urgent is this Project:

The project was labled as Urgent in the 2007 Roofing Master Plan.

What is the Cost Associated with this Project:

110,460

How Does this Project Conform with the Construction Guidelines:

The roofing project's conformity with the Public Schools Construction Guidelines are outlined as follows:

5.1.21. "Employ cool or green roofs to reduce heat island effects. The buildings cooling load should be considered when selecting roofing materials."

The metal roofing system meets Cool Roof Requirements and provides the longest life cycle of any available roofing system.

5.1.25. "Utilizing, when possible, sustainable (green) building materials that are durable, easily maintained, resource efficient, energy efficient and emit low levels of harmful gases. Whenever possible utilize EPA Energy Star labeled systems and equipment. Coloradobased and local and

regional material manufactures should be used whenever possible to reduce the impact of transportation costs and support regional and state economies."

The metal roofing system is an Energy Star product.

5.5. "Training to establish district wide preventative maintenance tasks for all building systems to determine that systems are functioning as designed and clearly outline follow-up maintenance procedures to keep equipment and materials functioning as intended, extend life of equipment, and reduce operational costs."

O&M Training is to be provided by the system manufacturer to all applicable district employees. Inspection guidelines and maintenance manuals are provided.

This project is not required to conform to the CCABA guidelines bases on the following: The value of the building is \$.00, the estimated replacement cost is \$

How does the Applicant plan to Maintain this Project if it is Awarded:

This capital construction project will be maintained by the 20-Year Roofing Manufacturer's Warranty. The roofing manufacturer's factory technicians will be providing inspection, preventive maintenance and training for the life of the roof's performance warranty. These programs meet the guidelines of the PSCG Section 5.5. All costs associated with the maintenance and upkeep of the investment is the responsibility of the manufacturer.

Due to declining enrollment, along with State budget cuts, East Otero School District R-1 School Board has voted to close one of our facilities, redistributing our students from 4 buildings to 3. The building selected to close is our Intermediate School located at 1401 E. 6th St., La Junta, CO. In the fall of 2010, we will be moving our 7th and 8th to the High School and our 3rd thru 6th grade to our Middle School.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

Maintenance is covered by roofing manufacturer. Lifecycle is 40+ Years

CDE Comments:

Funded FTE Count:	1,302	Bonded Debt Approved:	\$4,300,000
Assessed Valuation:	\$54,513,872.00	Year Bonded Election Approved:	2008
PPAV:	\$41,853.26	Bonded Debt Failed:	\$4,000,000
Bonded Debt:	\$3,240,000.00	Year Bond Election Failed:	2003
Total Bonding Capacity:	\$10,902,774.40	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	29.72%	Median Household Income:**	\$15,106.00
Bond Capital Remaining:	\$7,662,774.40	Free or Reduced Lunch %:	64.55%
Existing Bond Mill Levy:	10.801	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$127,157.02	Affected Sq Ft:	10,500
Current Project Match:	\$20,699.98	Master Plan Complete:	No
Current Total Project Cost:	\$147,857.00	CDE Minimum Match Percent:	14
Previous Grant Awards:	\$0.00	Actual Match Provided:	14
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	36.87%
Future Matches:	\$0.00	CFI:	48.20%
Total for all Phases:	\$134,416.00	Inflation:	2
Cost Per Sq Ft:	\$12.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$239.00		

-Facilities Affected By This Grant Application-

St. Vrain Valley Re-2 – Longmont High School – Fire Sprinkler System

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	200,420
Replacement Value:	\$55,794,369
Condition Budget:	\$27,180,394
Total FCI:	48.72%
Energy Budget:	\$0
Suitability Budget:	\$7,478,100
Total RSLI:	25%
Total CFI:	62.1%
Condition Score:	2.56
Energy Score: (20%)	4.35
Suitability Score: (40%)	4.22
School Score:	3.58



Q#86- The school is not sprinkled. Rated a 1.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ST VRAIN RE 1J

Project Rank: 1.60

County: BOULDER

Applicant Priority #: 1

Project Title: HS ACM Abatement and New Fire Sprinkler

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Install Fire Sprinkler and Associated Bldg Systems | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Longmont High serves as the district focus school for Advanced Placement courses, the CU Succeed Gold program and excels in the performing arts. The facility was originally built in 1964 and has been renovated several times. Over the course of time, fire safety requirements have been updated, and as noted in the BEST audit the school's fire systems have exceeded their expected life and are showing signs of deterioration. In order to comply with current fire regulations, the district initiated a project to install a fire sprinkler system throughout the facility. However, in accordance with AHERA regulations, the school was surveyed to identify areas with asbestos containing materials (ACM) that require abatement before initiating any construction activities. A thorough audit revealed the presence of a significant amount of ACM in the auditorium walls, ceilings and floors. This presence introduced costly and labor intensive complications into the installation of fire sprinklers in this part of the facility. Prior to disturbing any part of the structure, all ACM must be abated. A portion of this grant will be used to fund this labor intensive, highly specialized and expensive abatement activity along with the installation of the fire sprinkler system in this learning area of the facility. Asbestos abatement necessitates the removal of all internal components and disconnection of all electrical and mechanical systems, along with removal and replacement of flooring in the auditorium. As also noted in the BEST audit; electrical systems, lighting, flooring finishes, ceiling finishes and mechanical systems have exceeded their design life expediency and are classified as deficient. In conjunction with the abatement and installation of the fire sprinkler system in the auditorium the BEST grant will be used to install new, energy efficient lighting, electrical and mechanical systems in the auditorium. In addition, new acoustical treatment and flooring will be installed to replace to abated wall, ceiling and flooring systems that will be demolished during the abatement process.

Issue: Other

Deficiencies Associated with this Issue:

Installation of a building wide fire sprinkler system became a safety code compliance issue when the district decided to add 4 classrooms and expand the gymnasium thereby increasing the occupied square footage within the school. The all-encompassing presence of ACM in the auditorium mandates the installation of the fire sprinkler system in this area be treated as a separate project. Furthermore, the BEST audit highlighted the fact that many building systems have exceeded their expected life and are showing signs of deterioration. The unforeseen expense to meet life safety code requirements led the district to seek matching grant funds for the new fire sprinkler system, and associated systems replacements, including the auditorium furniture and lights that require removal during the abatement process.

Proposed Solution to Address the Deficiencies Listed Above:

The district will install a facility wide fire sprinkler system with the auditorium section delayed until the asbestos abatement is complete. Following abatement, the district will replace asbestos contaminated systems with energy efficient systems per the requirements of this grant application.

How Urgent is this Project:

This project is extremely urgent because the fire sprinkler system must be installed for the school to comply with fire safety regulations. The district's final certificate of occupancy is contingent on completion of these activities. Asbestos contaminated building systems will need to be replaced. It is in the best interest of the school to install new energy efficient systems after the auditorium is abated and while the room is torn apart to install the fire sprinkler system.

What is the Cost Associated with this Project:

1,432,975.00

Issue: Asbestos Abatement

Deficiencies Associated with this Issue:

The district is adding four new classrooms and constructing an addition to the existing gymnasium at Longmont High School. The added square footage required the installation of a facility wide fire sprinkler system in order to meet fire and state adopted building safety codes. When designing the fire sprinkler system, it was discovered that the acoustical spray-on material has asbestos (ACM) in it and requires removal prior to the fire sprinkler installation. The all-encompassing presence of ACM in the auditorium mandates the installation of the fire sprinkler system in this area be treated as a separate project.

In order to install the fire sprinkler system the existing double tee concrete deck needs to have all of the asbestos containing material spray removed. The unforeseen expense to meet life safety code requirements led the district to seek matching grant funds for the asbestos removal.

Proposed Solution to Address the Deficiencies Listed Above:

The district must remove all of the asbestos containing acoustical spray on materials to comply with AHERA standards before the fire sprinkler system can be installed to the double tee concrete deck. The entire auditorium must meet national standards before the fire sprinkler system can be installed.

How Urgent is this Project:

This project is extremely urgent because the fire sprinkler system must be installed for the school to comply with fire safety regulations. Prior to the installation of the fire sprinkler system in the auditorium, asbestos containing material must be abated to comply with AHERA regulations. The district's final certificate of occupancy is contingent on completion of these activities.

What is the Cost Associated with this Project:

442,500.00

How Does this Project Conform with the Construction Guidelines:

Public Schools Construction Guidelines addressed in this project:

- 1.2.1
- 3 Section One
- 3.6
- 6.3

How does the Applicant plan to Maintain this Project if it is Awarded:

The district has in place a preventative maintenance program. The fire Sprinkler system is an annual inspection that follows NFPA 25. The remaining building systems and their components have preventative maintenance schedules that occur from monthly to annually. Most PM work orders have a check list and time allotted for minor repairs and adjustments. Component deficiencies that are not able to be corrected in the allotted preventative maintenance man-hours are turned into a work order and subsequently scheduled back to the appropriate trades shop for repair.

The facilities internal customer can request repairs at any time through our automated work order system. The district values the additional sets of eyes that help the entire team protect its' assets.

The district uses Whitestone Institute a national recognized leader in forecasting facility maintenance costs. A general rule from Whitestone is that the maintenance costs over fifty years will equal the construction costs. That information allowed the district to determine an average annual budget of \$139,078.00 per year for the effected 29,500 renovated square feet in this application.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

139,078.00

CDE Comments:

Funded FTE Count:	23,590	Bonded Debt Approved:	\$401,900,000
Assessed Valuation:	\$2,253,992,555.00	Year Bonded Election Approved:	2002, 2008
PPAV:	\$95,550.67	Bonded Debt Failed:	\$353,075,000
Bonded Debt:	\$299,035,000.00	Year Bond Election Failed:	2001
Total Bonding Capacity:	\$450,798,511.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	66.33%	Median Household Income:**	\$26,128.00
Bond Capital Remaining:	\$151,763,511.00	Free or Reduced Lunch %:	29.22%
Existing Bond Mill Levy:	13.87	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$1,010,880.78	Affected Sq Ft:	29,500
Current Project Match:	\$1,052,141.22	Master Plan Complete:	Yes
Current Total Project Cost:	\$2,063,022.00	CDE Minimum Match Percent:	51
Previous Grant Awards:	\$0.00	Actual Match Provided:	51
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	48.72%
Future Matches:	\$0.00	CFI:	62.10%
Total for all Phases:	\$1,875,475.00	Inflation:	0
Cost Per Sq Ft:	\$63.00		
Cost Per Pupil:	\$1,379.00	Davis- Bacon Wage Requirement:	\$250,000

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Colorado Springs 11 – Palmer High School – Fire Sprinkler System

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	276,689
Replacement Value:	\$78,981,336
Condition Budget:	\$39,685,156
Total FCI:	50.25%
Energy Budget:	\$96,841
Suitability Budget:	\$8,830,100
Total RSLI:	24%
Total CFI:	61.5%
Condition Score: (60%)	0.00
Energy Score: (0%)	1.55
Suitability Score: (40%)	4.54
School Score:	TBD



Q#86- The school is only partially sprinkled; AND/OR the school is sprinkled in poor condition or with areas no longer in service. Rated a 2.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: COLORADO SPRINGS 11

Project Rank: 1.60

County: EL PASO

Applicant Priority #: 1

Project Title: HS Fire Separation and Fire Sprinkler

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Add Fire Sprinkler System | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The original portion of Palmer High School was constructed in 1939 and received significant alterations in 1955 and 1992. The original building is predominantly 3-stories high but has a partial basement and a small 4th level which is just the rooftop access. The basement consists of classrooms and mechanical areas. The main level includes a 1447 seat auditorium plus a combination of classrooms, office areas, and circulation spaces. The second level has classrooms and auditorium balcony areas, and the third level contains 10 more classrooms and offices.

When the building was first constructed, the 3rd level was predominantly a kitchen and rooftop dining area. In 1955, the dining area was enclosed and classrooms were added. In 1992, the cafeteria size was significantly reduced and converted to more classroom space. Most recently (2007) the kitchen and cafeteria areas were removed from the upper level and re-constructed in a new main level addition to provide adequate dining area and reduce the occupancy of the un-sprinkled 3rd floor of the building. This project was funded through a voter-approved bond program.

Although the current design and function was acceptable when the building was first constructed and when alterations were made in 1955 and 1992, the facility does not meet current revised life safety standards as implemented and regulated by the International Building Code (IBC), International Fire Code (IFC), and National Fire Protection Association (NFPA) which all require fire sprinkler systems for this condition.

The current enrollment at Palmer High School is 1839 students and the current building capacity is 2240 students. Although the facility is not at full capacity, it would not be possible to stop utilizing the teaching spaces located on the 3rd floor of the building without negatively impacting instructional programs.

It is our desire to improve Palmer High School to meet current code requirements and provide a safe teaching and learning environment for staff and students by adding a fire sprinkler system. For this reason, we are requesting approval of a BEST grant to assist in funding this important project.

Issue: Other

Deficiencies Associated with this Issue:

The largest occupied portion of Palmer High School does not meet revised life safety standards as highlighted by the Colorado Springs Fire Department which would require that a fire sprinkler system be installed in the 3-story portion of the facility. As is, occupants on the third floor must exit through a non-rated stairwell to get outside of building.

Proposed Solution to Address the Deficiencies Listed Above:

Create a 2-hour isolation wall to separate the 3-story portion of the facility from the remainder of the facility and provide a new wet automatic fire sprinkler system throughout the entire 3-story portion of the building (including the basement) in accordance with NFPA 13 to improve life safety for staff and students and comply with current building and fire codes.

How Urgent is this Project:

High Importance - Life safety hazard prevention.

What is the Cost Associated with this Project:

543500

How Does this Project Conform with the Construction Guidelines:

Public schools are required to meet all safety standards including the State adopted version of the International Fire Code (IFC) and the International Building Code (IBC). Modifications to these codes in recent years indicate that Palmer High School does not meet revised life safety standards for 3rd floor occupancy unless a fire sprinkler system is provided. The modifications and upgrades proposed in our application would allow D-11 to meet the revised IFC and IBC standards and create a safer learning and working environment for staff and students.

How does the Applicant plan to Maintain this Project if it is Awarded:

District 11 currently has a preventative maintenance program that requires inspection and maintenance for all building components and systems on a regular basis. This program is in addition to working cooperatively with the Colorado Springs Fire Department (CSFD) to perform annual fire inspections for each of our District facilities. Repairs and maintenance of the proposed fire sprinkler system would be funded through our Capital Reserve account.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

18000

CDE Comments:

THE GRANT APPLICATION HAS INCLUDED A LETTER FROM THE COLORADO SPRINGS OFFICE OF THE FIRE MARSHAL EXPRESSING CONCERN OVER THE USE OF THE THIRD FLOOR OF THIS UNSPRINKLED AREA FOR INSTRUCTIONAL PURPOSES. DIRECT EXTERIOR ACCESS OR EXTERIOR EGRESS IS NOT AVAILABLE FOR THIS FLOOR. HOWEVER, THE PROJECT SCOPE INCLUDES ADDITIONAL FIREWALL SEPARATION AT AREAS TO FULLY COMPLY WITH FIRE CODES.

Funded FTE Count:	27,354	Bonded Debt Approved:	\$131,700,000
Assessed Valuation:	\$2,464,841,380.00	Year Bonded Election Approved:	2004
PPAV:	\$90,107.35	Bonded Debt Failed:	\$96,700,000
Bonded Debt:	\$199,124,973.10	Year Bond Election Failed:	2002
Total Bonding Capacity:	\$492,968,276.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	40.39%	Median Household Income:**	\$21,112.00
Bond Capital Remaining:	\$293,843,302.90	Free or Reduced Lunch %:	48.60%
Existing Bond Mill Levy:	6.56	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$314,902.50	Affected Sq Ft:	81,380
Current Project Match:	\$257,647.50	Master Plan Complete:	Yes
Current Total Project Cost:	\$572,550.00	CDE Minimum Match Percent:	45
Previous Grant Awards:	\$0.00	Actual Match Provided:	45
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	50.25%
Future Matches:	\$0.00	CFI:	61.50%
Total for all Phases:	\$520,500.00	Inflation:	2
Cost Per Sq Ft:	\$6.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$295.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Colorado Springs 11 – Galileo School of Math & Science – Fire Sprinkler System

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	98,516
Replacement Value:	\$25,805,401
Condition Budget:	\$12,987,150
Total FCI:	50.33%
Energy Budget:	\$34,481
Suitability Budget:	\$1,852,300
Total RSLI:	18%
Total CFI:	57.6%
Condition Score:	2.48
Energy Score: (20%)	2.00
Suitability Score: (40%)	4.59
School Score:	3.23



Q#86- The school is only partially sprinkled; AND/OR the school is sprinkled in poor condition or with areas no longer in service. Rated a 2.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: COLORADO SPRINGS 11

Project Rank: 1.60

County: EL PASO

Applicant Priority #: 2

Project Title: MS Fire Sprinkler

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Add Fire Sprinkler System | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The original 2-story portion of Galileo Middle School (Formerly East Middle School) was constructed in 1953. A 350 seat auditorium was added in 1956. In 1968 the building received another addition on the East end of the original structure which created 3rd floor classroom spaces within that portion of the building. Small single story additions were constructed in 1974 and 1999 to increase office areas and cafeteria space respectively.

Although the current design and function was acceptable when the building was constructed and later alterations were made, the facility does not meet current revised life safety standards as implemented and regulated by the International Building Code (IBC), International Fire Code (IFC), and National Fire Protection Association (NFPA) which all require fire sprinkler systems for this condition.

2009/2010 enrollment at Galileo (grades 6 & 7) is at 474 students but is anticipated to increase to approximately 700 students in fall 2010 when existing 7th graders move to 8th grade and new 6th graders arrive. Additionally, a portion of the lower level of Galileo is currently occupied and utilized by the Colorado Springs Conservatory under a partnership agreement with the District. The adjusted building capacity (with a reduction for accommodation of the Colorado Springs Conservatory) is 840 students.

It is our desire to add a fire sprinkler system throughout Galileo Middle School to meet current codes and provide a safer working and learning environment. For this reason, we are requesting approval of a BEST grant to assist CSSD #11 in funding this important project.

Issue: Other

Deficiencies Associated with this Issue:

All occupied portions of Galileo Middle School are un-sprinkled. Many of the occupied classrooms are located in a 3rd floor area of the building with minimal exterior egress through a non-rated stairwell. Revised life safety standards as implemented and regulated by the International Fire Code (IFC) and International Building Code (IBC) would require a sprinkler system in these areas and throughout the building.

Proposed Solution to Address the Deficiencies Listed Above:

Provide a new wet automatic fire sprinkler system throughout the entire building in accordance with NFPA 13 to improve life safety conditions for staff and students and to comply with current building and fire codes. Installation of fire sprinkler system to further include minor modifications as required to existing fire alarm system.

How Urgent is this Project:

High - Life Safety Risk Reduction

What is the Cost Associated with this Project:

470000

How Does this Project Conform with the Construction Guidelines:

Public schools are required to meet all safety standards including the State adopted version of the International Fire Code (IFC) and the International Building Code (IBC). Modifications to these codes in recent years indicate that Galileo Middle School does not meet revised life safety standards for occupied 3rd floor spaces unless a fire sprinkler system is provided. The modifications proposed in our grant application would allow D-11 to meet the revised IFC and IBC standards and create a safer working and learning environment for staff and students.

How does the Applicant plan to Maintain this Project if it is Awarded:

District 11 currently has a preventative maintenance program that requires inspection and maintenance for all building components and systems on a regular annual basis. This is in addition to working cooperatively with the Colorado Springs Fire Department (CSFD) to perform annual fire inspections for each of our facilities. Repairs and maintenance of the proposed fire sprinkler system would be funded through our capital reserve account.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

15500

CDE Comments:

THE GRANT APPLICATION INCLUDES A LETTER FROM THE CITY OF COLORADO SPRINGS OFFICE OF THE FIRE MARSHAL EXPRESSING CONCERN ABOUT THE USE OF THE THIRD FLOOR FOR INSTRUCTIONAL PURPOSES. HOWEVER, THE SCOPE OF WORK FOR THIS PROJECT INCLUDES THE ENTIRE FACILITY IN ADDITION TO THE THIRD FLOOR.

Funded FTE Count:	27,354	Bonded Debt Approved:	\$131,700,000
Assessed Valuation:	\$2,464,841,380.00	Year Bonded Election Approved:	2004
PPAV:	\$90,107.35	Bonded Debt Failed:	\$96,700,000
Bonded Debt:	\$199,124,973.10	Year Bond Election Failed:	2002
Total Bonding Capacity:	\$492,968,276.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	40.39%	Median Household Income:**	\$21,112.00
Bond Capital Remaining:	\$293,843,302.90	Free or Reduced Lunch %:	48.60%
Existing Bond Mill Levy:	6.56	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$284,350.00	Affected Sq Ft:	98,470
Current Project Match:	\$232,650.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$517,000.00	CDE Minimum Match Percent:	45
Previous Grant Awards:	\$0.00	Actual Match Provided:	45
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	50.33%
Future Matches:	\$0.00	CFI:	57.60%
Total for all Phases:	\$470,000.00	Inflation:	2
Cost Per Sq Ft:	\$4.00		
Cost Per Pupil:	\$671.00	Davis- Bacon Wage Requirement:	

West Grand 1-JT – West Grand High School – New Fire Alarm System

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	92,181
Replacement Value:	\$25,659,291
Condition Budget:	\$10,183,326
Total FCI:	39.69%
Energy Budget:	\$32,263
Suitability Budget:	\$648,100
Total RSLI:	32%
Total CFI:	42.3%
Condition Score:	3.02
Energy Score: (20%)	1.75
Suitability Score: (40%)	4.81
School Score:	3.48



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- The alarm system has been replaced recently. The system is addressable. The system may require upgrades within the next ten years. Rated a 4.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: WEST GRAND 1-JT

Project Rank: 1.60

County: GRAND

Applicant Priority #: 1

Project Title: Fire Alarm Upgrade

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

On September 13, 2008, an electrical malfunction led to a fire at West Grand High School. The fire occurred on a Saturday morning, a morning when an athletic trip was planned. The bus driver for that trip noticed the smoke and contacted the Kremmling Fire Protection District immediately. A quick response by competent professionals brought the fire under control and prevented further damage. Even though the fire was contained in one portion of the building, there was smoke damage throughout much of the rest of the school. There was no significant structural damage, but there was a large amount of electrical and smoke damage. The fire alarm system at the high school was installed when it was built in 1976. It was operational and did its job, according to the 1976 standards. There was not an automatic notification system, strobe lights or an outside audible advice that might have notified the fire department earlier. The incident illuminated the fact that an updated fire system is needed at the high school. A system that provides early detection and notification is needed to protect one of our community's most valuable assets. We consider this to be a life-safety issue first and then a property-conservation issue. This is verified by the attached letters from the Fire Marshall, Fire Chief, Police Chief and the Colorado Department of Public Safety. Due to financial restraints, we decided to start the update in phases. We began updating the fire system in March 2009 by replacing the fire system panel, updating all manual pulls, and bringing two classrooms fully up to code. The Fire Marshall has allowed us a small window of time to finish the second phase to complete a modern fire system that will be in full compliance of all state fire codes for a public school district. The second and final phase will add interior and exterior strobe lights, audible devices inside and outside of the building, increase the number of pull stations and allow for the installation of more smoke detectors in the building. This second phase has a price of \$59,904. We were able to save \$30,000 from the 2009-2010 Budget for the fire system and include another \$12,000 from our 2010-2011 Capital Reserve Fund to cover our 70% of the final phase of this fire system. We are working on our facility master plan with an anticipation completion date of December 2010. However, our fire system upgrade is a life safety priority project for our 2010-2011 School Year.

Issue: Fire Alarm

Deficiencies Associated with this Issue:

The fire alarm system at the high school was installed when it was built in 1976. It was operational and did its job, according to 1976 standards. There was not an automatic notification system, strobe lights or an outside audible device. We have identified the life safety issue to upgrade the fire system by adding interior and exterior strobe lights, audible devices inside and outside of the building, increase the number of pull stations and allow for the installation of more smoke detectors in the high school. This project has been clearly identified within our capital improvement plan.

Proposed Solution to Address the Deficiencies Listed Above:

Immediately after the September 2008 fire, the School Board of Education authorized the installation of the system that is monitored around the clock and provides automatic notification to our fire dispatch center. Approximately a third of this \$19,000 cost was reimbursed by the insurance carrier for the district and the school district assumed the rest of the cost. These improvements were also specifically designed to provide the foundation for future expansion to bring everything up to code.

How Urgent is this Project:

Life-safety- The need for a modern fire alarm system with strobe lights, automatic notification and audible outside warning system is imperative for a school setting.

What is the Cost Associated with this Project:

59904.00

How Does this Project Conform with the Construction Guidelines:

Section One 3.5- Fire Alarm and Duress Notification System. We are currently in the process of updating our fire alarm system in the high school so that it conforms with the Public Schools Construction Guidelines. When this project is completed it will satisfy the following guidelines:

- 1.2.1 Health and Safety issues... including codes and standards required by state and federal laws.
- 1.2.2 This system will be computer based and interface with the local fire department.
- 1.2.3 Building site requirements mandate a state approved fire system that will make us compliant with state regulations. This system will do that.
- 1.2.6 The planned system will take care of current building needs and allow for additional structures.
- 1.2.8 The old system is obsolete and the new system will allow us to use the existing

building with a modern, up to date fire alarm system.

How does the Applicant plan to Maintain this Project if it is Awarded:

The proposal includes a three year warranty. School District Funds will be budgeted beginning in 2011-2012 school year to insure that the system is maintained and inspected on a yearly basis. As new state and federal guidelines are created, the district will modify the current system to keep in compliance with those regulations. Based on the recommendation from our fire chief and state licensed inspectors, we will make the necessary improvements or repairs as requested.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$5000.00

CDE Comments:

Funded FTE Count:	438	Bonded Debt Approved:	\$11,500,000
Assessed Valuation:	\$202,214,070.00	Year Bonded Election Approved:	2006
PPAV:	\$461,149.53	Bonded Debt Failed:	\$13,100,000
Bonded Debt:	\$11,110,000.00	Year Bond Election Failed:	2005
Total Bonding Capacity:	\$40,442,814.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	27.47%	Median Household Income:**	\$20,617.00
Bond Capital Remaining:	\$29,332,814.00	Free or Reduced Lunch %:	28.01%
Existing Bond Mill Levy:	4.818	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$19,768.20	Affected Sq Ft:	90,471
Current Project Match:	\$46,125.80	Master Plan Complete:	No
Current Total Project Cost:	\$65,894.00	CDE Minimum Match Percent:	70
Previous Grant Awards:	\$0.00	Actual Match Provided:	70
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	39.69%
Future Matches:	\$0.00	CFI:	42.30%
Total for all Phases:	\$59,904.00	Inflation:	1
Cost Per Sq Ft:	\$1.00		
Cost Per Pupil:	\$1.00	Davis- Bacon Wage Requirement:	

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Barton Pre-Kindergarten – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	30,530
Replacement Value:	\$5,862,223
Condition Budget:	\$4,182,937
Total FCI:	71.35%
Energy Budget:	\$10,686
Suitability Budget:	\$2,763,800
Total RSLI:	10%
Total CFI:	119%
Condition Score: (60%)	1.43
Energy Score: (0%)	2.15
Suitability Score: (40%)	3.93
School Score:	2.43



Q#87- The fire alarm system and/or some of its components are not functioning properly. Rated a 2.0

Q#87.2- Alarm system is functional. The system is non-addressable. The system does not function properly. Rated a 2.0

Poudre R-1- Bauder Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	63,156
Replacement Value:	\$14,109,713
Condition Budget:	\$7,691,884
Total FCI:	54.51%
Energy Budget:	\$0
Suitability Budget:	\$839,000
Total RSLI:	18%
Total CFI:	60.5%
Condition Score: (60%)	2.27
Energy Score: (0%)	3.50
Suitability Score: (40%)	4.39
School Score:	3.12



Q#87- The fire alarm system and/or some of its components are not functioning properly. Rated a 2.0

Q#87.2- The system is obsolete. It does not function. Rated a 1.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Beattie Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	45,655
Replacement Value:	\$10,272,835
Condition Budget:	\$6,570,195
Total FCI:	63.96%
Energy Budget:	\$15,979
Suitability Budget:	\$830,300
Total RSLI:	15%
Total CFI:	72.2%
Condition Score: (60%)	1.80
Energy Score: (0%)	3.20
Suitability Score: (40%)	4.78
School Score:	2.99



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- The system is obsolete. It does not function. Rated a 1.0

Poudre R-1- Bennet Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	49,106
Replacement Value:	\$10,394,919
Condition Budget:	\$5,694,694
Total FCI:	54.78%
Energy Budget:	\$17,187
Suitability Budget:	\$949,000
Total RSLI:	19%
Total CFI:	64.1%
Condition Score: (60%)	2.26
Energy Score: (0%)	2.65
Suitability Score: (40%)	4.62
School Score:	3.21



Q#87- The fire alarm system and/or some of its components are not functioning properly. Rated a 2.0

Q#87.2- Alarm system is functional. The system is non-addressable. The system does not function properly. Rated a 2.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Cache La Poudre ES – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	52,843
Replacement Value:	\$11,364,804
Condition Budget:	\$6,830,186
Total FCI:	60.10%
Energy Budget:	\$0
Suitability Budget:	\$1,127,400
Total RSLI:	14%
Total CFI:	70.0%
Condition Score: (60%)	2.00
Energy Score: (0%)	3.70
Suitability Score: (40%)	4.27
School Score:	2.91



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is original installation. The system is non-addressable. The system does not function properly. Rated 2.0

Poudre R-1- Dunn Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	45,957
Replacement Value:	\$9,842,398
Condition Budget:	\$5,109,616
Total FCI:	51.91%
Energy Budget:	\$0
Suitability Budget:	\$1,663,400
Total RSLI:	25%
Total CFI:	68.8%
Condition Score: (60%)	2.40
Energy Score: (0%)	3.15
Suitability Score: (40%)	4.43
School Score:	3.21



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is original installation. The system is non-addressable. The system does not function properly. Rated 2.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Fullana Learning Center – Fire Alarm System Improvements

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	24,109
Replacement Value:	\$5,233,514
Condition Budget:	\$3,788,779
Total FCI:	72.39%
Energy Budget:	\$8,438
Suitability Budget:	\$2,418,900
Total RSLI:	4%
Total CFI:	119%
Condition Score: (60%)	1.38
Energy Score: (0%)	1.25
Suitability Score: (40%)	4.05
School Score:	2.45



Q#87- The fire alarm system and its components are new and meet current codes. Rated a 5.0

Q#87.2- The alarm system is of new construction. The system is addressable. Rated a 5.0

Poudre R-1- Irish Elementary School – Fire Alarm System Improvements

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	50,427
Replacement Value:	\$11,284,049
Condition Budget:	\$6,236,072
Total FCI:	55.26%
Energy Budget:	\$0
Suitability Budget:	\$3,693,900
Total RSLI:	20%
Total CFI:	88.0%
Condition Score: (60%)	2.24
Energy Score: (0%)	3.00
Suitability Score: (40%)	3.72
School Score:	2.83



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is functional. The system is addressable. The system is expected to expire within the next ten years. Rated a 3.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Johnson Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	56,396
Replacement Value:	\$11,015,529
Condition Budget:	\$5,892,261
Total FCI:	53.49%
Energy Budget:	\$0
Suitability Budget:	\$2,137,700
Total RSLI:	12%
Total CFI:	72.9%
Condition Score: (60%)	2.33
Energy Score: (0%)	3.85
Suitability Score: (40%)	4.12
School Score:	3.04



Q#87- There is no fire alarm in the building AND/OR the system is failing or components are no longer in service. Rated a 1.0

Q#87.2- The system is obsolete. It does not function. Rated a 1.0

Poudre R-1- Kruse Elementary School – Fire Alarm System Improvements

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	51,384
Replacement Value:	\$12,203,712
Condition Budget:	\$4,000,898
Total FCI:	32.78%
Energy Budget:	\$0
Suitability Budget:	\$3,101,000
Total RSLI:	26%
Total CFI:	58.2%
Condition Score: (60%)	3.36
Energy Score: (0%)	3.25
Suitability Score: (40%)	4.10
School Score:	3.66



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is functional. The system is addressable. The system is expected to expire within the next ten years. Rated a 3.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Laurel Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	51,384
Replacement Value:	\$11,164,808
Condition Budget:	\$2,140,790
Total FCI:	19.17%
Energy Budget:	\$0
Suitability Budget:	\$656,100
Total RSLI:	26%
Total CFI:	25.1%
Condition Score:	4.04
Energy Score: (20%)	2.75
Suitability Score: (40%)	4.74
School Score:	4.06



Q#87- The fire alarm system and its components are new and meet current codes. Rated a 5.0

Q#87.2- The alarm system has been replaced recently. The system is addressable. The system may require upgrades within the next ten years. Rated a 4.0

Poudre R-1- Linton Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	51,384
Replacement Value:	\$11,755,700
Condition Budget:	\$4,135,523
Total FCI:	35.18%
Energy Budget:	\$0
Suitability Budget:	\$682,700
Total RSLI:	21%
Total CFI:	41.0%
Condition Score: (60%)	3.24
Energy Score: (0%)	3.60
Suitability Score: (40%)	4.55
School Score:	TBD



Q#87- The fire alarm system and/or some of its components are not functioning properly. Rated a 2.0

Q#87.2- Alarm system is functional. The system is addressable. The system is expected to expire within the next ten years. Rated a 3.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Moore Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	76,443
Replacement Value:	\$14,981,491
Condition Budget:	\$9,196,296
Total FCI:	61.38%
Energy Budget:	\$0
Suitability Budget:	\$2,496,100
Total RSLI:	19%
Total CFI:	78.0%
Condition Score: (60%)	1.93
Energy Score: (0%)	3.50
Suitability Score: (40%)	4.60
School Score:	TBD



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- The alarm system has been replaced recently. The system is addressable. The system may require upgrades within the next ten years. Rated a 4.0

Poudre R-1- O'Dea Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	48,018
Replacement Value:	\$9,411,217
Condition Budget:	\$7,721,256
Total FCI:	82.04%
Energy Budget:	\$16,806
Suitability Budget:	\$1,119,300
Total RSLI:	0%
Total CFI:	94.1%
Condition Score:	0.90
Energy Score: (20%)	2.65
Suitability Score: (40%)	4.57
School Score:	2.72



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is original installation. The system is non-addressable. The system does not function properly. Rated a 2.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Olander Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	51,384
Replacement Value:	\$12,175,570
Condition Budget:	\$5,813,996
Total FCI:	47.75%
Energy Budget:	\$0
Suitability Budget:	\$1,597,600
Total RSLI:	17%
Total CFI:	60.9%
Condition Score: (60%)	2.61
Energy Score: (0%)	3.50
Suitability Score: (40%)	4.28
School Score:	TBD



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is functional. The system is addressable. The system is expected to expire within the next ten years. Rated a 3.0

Poudre R-1- Preston Jr High School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	127,966
Replacement Value:	\$32,555,527
Condition Budget:	\$4,528,913
Total FCI:	13.91%
Energy Budget:	\$0
Suitability Budget:	\$5,081,400
Total RSLI:	38%
Total CFI:	29.5%
Condition Score: (60%)	4.30
Energy Score: (0%)	3.45
Suitability Score: (40%)	4.79
School Score:	TBD



Q#87- The fire alarm system and its components are new and meet current codes. Rated a 5.0

Q#87.2- The alarm system is of new construction. The system is addressable. Rated a 5.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Riffenburgh Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	48,433
Replacement Value:	\$11,130,186
Condition Budget:	\$6,133,190
Total FCI:	55.10%
Energy Budget:	\$16,952
Suitability Budget:	\$1,438,800
Total RSLI:	25%
Total CFI:	68.2%
Condition Score: (60%)	2.24
Energy Score: (0%)	2.85
Suitability Score: (40%)	3.91
School Score:	TBD



Q#87- There is no fire alarm in the building AND/OR the system is failing or components are no longer in service. Rated a 1.0

Q#87.2- Alarm system is original installation. The system is non-addressable. The system does not function properly. Rated a 2.0

Poudre R-1- Shepardson Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	50,516
Replacement Value:	\$11,637,656
Condition Budget:	\$6,281,721
Total FCI:	53.98%
Energy Budget:	\$0
Suitability Budget:	\$1,584,400
Total RSLI:	31%
Total CFI:	67.6%
Condition Score: (60%)	2.30
Energy Score: (0%)	3.00
Suitability Score: (40%)	4.41
School Score:	TBD



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is functional. The system is addressable. The system is expected to expire within the next ten years. Rated a 3.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Tavelli Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	62,537
Replacement Value:	\$13,612,822
Condition Budget:	\$9,124,715
Total FCI:	67.03%
Energy Budget:	\$21,888
Suitability Budget:	\$1,546,300
Total RSLI:	5%
Total CFI:	78.6%
Condition Score: (60%)	1.65
Energy Score: (0%)	2.65
Suitability Score: (40%)	4.25
School Score:	TBD



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is functional. The system is addressable. The system is expected to expire within the next ten years. Rated a 3.0

Poudre R-1- Wellington Jr High School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	55,984
Replacement Value:	\$13,924,291
Condition Budget:	\$3,130,168
Total FCI:	22.48%
Energy Budget:	\$0
Suitability Budget:	\$2,743,500
Total RSLI:	27%
Total CFI:	42.2%
Condition Score: (60%)	3.88
Energy Score: (0%)	3.25
Suitability Score: (40%)	3.98
School Score:	TBD



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is functional. The system is addressable. The system is expected to expire within the next ten years. Rated a 3.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: POUDRE R-1

Project Rank: 1.60

County: LARIMER

Applicant Priority #: 1

Project Title: Fire Alarm Replacement at Multiple Sites

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Each of the school sites in this proposal needs to replace a fire alarm system that is no longer adequate for school safety and security. Each site is an active learning community, serving students in grades Pre-K, grades K-5, or grades 6-8 depending on the building from approximately 7:30 a.m. to 4:00 p.m. Programming includes the delivery of general education to students during the full school year. Some sites are also used for after-school and summer programming. Systems that will be replaced are non-ADA compliant analog systems that need digital addressable systems that are ADA compliant. Replacement of the fire alarm systems at the sites indicated is the #1 priority on Poudre School District's facility maintenance list. Staff will be provided with written instructions for the new alarm system as well as on-site training at the time of new alarm installation. PSD Facilities staff will be available to answer follow-up questions and provide prompt and effective repair of any systems.

Issue: Fire Alarm

Deficiencies Associated with this Issue:

Poudre School District has 20 school sites (Pre-K learning centers, elementary, and middle schools) with inadequate fire alarm systems. At 16 sites, the current systems are non-ADA analog systems. At four other sites, the systems range from 13-17 years old and are old zone systems that are out-of-date. The replacement of these systems is the number one maintenance need of Poudre School District; however with 12% budget cuts for the 2010-11 school year, the project is on hold.

Proposed Solution to Address the Deficiencies Listed Above:

PSD will replace all the old systems with new digital addressable systems that meet ADA requirements. The new systems will allow more information to building site monitors and more immediate information to emergency responders and district personnel in the case of a fire alarm.

How Urgent is this Project:

Each of alarm systems at the 20 sites scored 2-3 year imminent replacement on the 2007 severity score survey.

What is the Cost Associated with this Project:

1145361

How Does this Project Conform with the Construction Guidelines:

The Colorado Public School Facility Construction Guidelines established as a result of House Bill 08-1335 provide a guideline that addresses the need for fire alarms: 1.2.1. Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law. The guidelines PSD will use for this fire alarm project are: 3.5. A building fire alarm and duress notification system in all school facilities designed in accordance with State and Local fire department requirements. Exceptions include unoccupied very small single story buildings, sheds and temporary facilities where code required systems are not mandatory and the occupancy does not warrant a system; and 3.8. An Event Alerting and Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school to provide efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations.

How does the Applicant plan to Maintain this Project if it is Awarded:

Poudre School District test fire alarms on a semi-annual basis. These inspections include the following steps: (1)Zone map located at annunciator and fire panel; (2) Operational instructions correct and located by fire panel; (3) fire alarm test sign-off sheet located by fire panel and updated; (4) battery terminals and connections free of corrosion; (5) horns and strobes tested of 5-10 minutes on battery power; (6) all horns and strobes working; (7) intercom siren properly interfaced to fire alarm; (8) all pull stations working by pulling lever; (9) smoke and heat detectors working with magnet or smoke; (10) all accessible duct detectors tested; (11) magnetic door holders working properly; (12) Zones on annunciator and panel correlate properly; (13) confirm that dialer has sent proper signals; (14) confirm that alarm signal sent while panel in trouble.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

76357

CDE Comments:

Funded FTE Count: 24,260
Assessed Valuation: \$2,316,956,729.00
PPAV: \$95,503.26
Bonded Debt: \$224,369,466.00
Total Bonding Capacity: \$463,391,345.80
% of Bonding Capacity Used: 48.42%
Bond Capital Remaining: \$239,021,879.80
Existing Bond Mill Levy: 12.605
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Bonded Debt Approved: \$175,000,000
Year Bonded Election Approved: 2000
Bonded Debt Failed:
Year Bond Election Failed:
2009 Bond Election Results: N/A
Median Household Income:** \$23,146.00
Free or Reduced Lunch %: 24.29%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$579,552.62
Current Project Match: \$680,344.38
Current Total Project Cost: \$1,259,897.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$1,145,361.00
Cost Per Sq Ft: \$1.00
Cost Per Pupil: \$143.00

Affected Sq Ft: 1,076,811
Master Plan Complete: Yes
CDE Minimum Match Percent: 54
Actual Match Provided: 54
Was a Waiver Letter Required: N/A
FCI: 51.43%
CFI: 68.90%
Inflation: 10
Davis- Bacon Wage Requirement: \$131,741

-Facilities Affected By This Grant Application-

Karval Re-23 – Karval K-12 Campus – Fire Alarm System

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	33,642
Replacement Value:	\$9,113,513
Condition Budget:	\$4,869,055
Total FCI:	53.43%
Energy Budget:	\$0
Suitability Budget:	\$790,300
Total RSLI:	17%
Total CFI:	62.1%
Condition Score:	2.33
Energy Score: (20%)	3.95
Suitability Score: (40%)	4.41
School Score:	3.48



Q#87- The fire alarm system and/or some of its components are not functioning properly. Rated a 2.0

Q#87.2- Alarm system is functional. The system is addressable. The system is expected to expire within the next ten years. Rated a 3.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: KARVAL RE-23

Project Rank: 1.60

County: LINCOLN

Applicant Priority #: 1

Project Title: Fire Alarm Upgrade

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Karval Public School was built in 1955, the original fire alarm system was installed in the 1950's by Faraday. This system only has four pull stations in the entire school facility. Three of those are the older pulls that a person has to break the glass to push a button for the alarm. The state fire marshal has written the school up on violations of an antiquated system. The fire marshal would also like to see all three school buildings monitored by the Lincoln County Sheriff's Department for fire safety. Currently there is no pull alarms in one school building but it does have one fire strobe. All of the classrooms are missing a fire alarm strobe and the fire alarm strobes are only visible in the auditorium and hallways. The cafeteria does not have fire strobes and by most of the exits there are not pull stations available. The bid that was given by Nebraska fire and safety addresses the issues in the fire inspection and allows for monitoring with the Lincoln County Sheriff's Department. There will be smoke detectors in hallways where coat racks are located and also in the kitchen area which had none before. The safety of all occupants will be greatly increased by this updated fire alarm system. Karval school does not plan on replacing the school facilities in the next 50 years. The board of education is pleased with the cooperation CDE has provided the school on its facilities.

Issue: Fire Alarm

Deficiencies Associated with this Issue:

The annual fire inspection from the state department revealed several deficiencies in the fire alarm system. We were given a time line to complete this work. The state fire marshal has given the school time to finish this work as it tries to find funds to assist the district with the fire alarm project. Karval School finished all other fire inspection code violations except for replacing the fire alarm system updating and monitoring.

Proposed Solution to Address the Deficiencies Listed Above:

With the matching dollars allowed through the B.E.S.T. grant, Karval School will have a fully operational fire alarm system installed by the fall of 2010. Karval School has already put together a bid proposal and selected a competent contractor to finish the project. This contractor placed a fire alarm system in Limon Public School and Flagler Public School the last few years. The state fire marshal has stated that Nebraska Fire and Safety does an excellent job of installation and testing fire equipment and alarm systems.

How Urgent is this Project:

The state fire marshal is patient with the Karval School as long as we are applying for matching funds for this project. The fire marshal has the authority to close the Karval Public School until this new fire alarm system is completed but are willing to work with our district as we try to obtain funds from the B.E.S.T. program.

What is the Cost Associated with this Project:

44,547.00

How Does this Project Conform with the Construction Guidelines:

Section One 3.0 Promote safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable local, state and federal codes and regulations. Except for (3.5) A building fire alarm and duress notification system in all school facilities designed in accordance with State and Local fire department requirements. Karval School is in non-conformity of Section One - (3.5) but is in compliance with Section Two, Section Three and Section Four of the Public Schools Construction Guidelines.

How does the Applicant plan to Maintain this Project if it is Awarded:

This system will provide Karval Public School with an adequate fire alarm system that will be maintained by a licensed fire alarm inspector for the life of Karval Public School. The cost for inspection annually is \$750 and the annual fire inspection from the state of Colorado is \$250 per visit. The current fire alarm system has been in the building for 55 years. I can not see any reason the current new system will not be adequate for the next 50 years.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

2000.00

CDE Comments:

APPLICATION BACK-UP MATERIALS INCLUDE 3 WRITE-UPS FROM THE DIVISION OF FIRE & SAFETY, THE MOST RECENT 3-10-10 FIRE INSPECTION REPORT STATING THAT DISTRICT CORRECTED PREVIOUS ITEMS WITH THE EXCEPTION OF THE FIRE ALARM SYSTEM DEFICIENCIES WHICH STILL REMAIN.

Funded FTE Count: 50
Assessed Valuation: \$4,162,599.00
PPAV: \$82,427.70
Bonded Debt: \$0.00
Total Bonding Capacity: \$832,519.80
% of Bonding Capacity Used: 0.00%
Bond Capital Remaining: \$832,519.80
Existing Bond Mill Levy: 0
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Bonded Debt Approved:
Year Bonded Election Approved:
Bonded Debt Failed:
Year Bond Election Failed:
2009 Bond Election Results: N/A
Median Household Income:** \$16,991.00
Free or Reduced Lunch %: 24.90%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$21,070.43
Current Project Match: \$27,930.57
Current Total Project Cost: \$49,001.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$4,000.00
Total for all Phases: \$48,547.00
Cost Per Sq Ft: \$2.00
Cost Per Pupil: \$768.00

Affected Sq Ft: 27,840
Master Plan Complete: No
CDE Minimum Match Percent: 57
Actual Match Provided: 57
Was a Waiver Letter Required: N/A
FCI: 53.43%
CFI: 62.10%
Inflation: 2
Davis- Bacon Wage Requirement:

-Facilities Affected By This Grant Application-

East Otero R-1 – La Junta Primary School – Fire Alarm System

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	37,782
Replacement Value:	\$7,603,706
Condition Budget:	\$2,510,816
Total FCI:	33.02%
Energy Budget:	\$0
Suitability Budget:	\$3,567,000
Total RSLI:	31%
Total CFI:	79.9%
Condition Score:	3.35
Energy Score: (20%)	3.60
Suitability Score: (40%)	3.17
School Score:	3.33



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is original installation. The system is non-addressable. The system does not function properly. Rated a 2.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: EAST OTERO R-1

Project Rank: 1.60

County: OTERO

Applicant Priority #: 5

Project Title: Replace Primary School Fire Alarm

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The affected facility is La Junta Primary School. This building is our K-2 elementary school. Currently our fire alarm system at this facility is 20-30 yrs old and was designed to comply with the codes in effect for the era in which they were installed. The codes have changed since then, and now provide a much higher level of Life Safety to students, staff and visitors to our facilities. This school is not in compliance with current codes and this system is not even functional as designed many years ago, placing our facility, students, staff, and visitors at risk.

Issue: Fire Alarm

Deficiencies Associated with this Issue:

This facility has a detached modular (2 classrooms) not tied in to our 25+ year old system. Our current system fails to function more times than not when tested. Our School has very limited alarm information. Fire Alarm Annunciators are required under the current codes to provide the Fire Department, first responders, and staff, alarm information indicating the location of the emergency. Our school currently has manual Fire Alarm Stations installed at some locations, but are not located correctly. This school has NO smoke detection installed at all. Our school does not have any strobe devices at all. These notification devices need to be installed in every classroom, corridor, conference room, lunchroom, and common use room to bring us in compliance.

Proposed Solution to Address the Deficiencies Listed Above:

By upgrading the Fire Alarm Systems, this will:

1. Provide notification to our building occupants that will meet all of today's codes. The new system will allow us to be ADA-NFPA compliant with the addition of horns and strobes.
2. Provide battery backup that will allow for a 24 hour battery standby reserve. This will allow the building occupants to be notified of a fire emergency in the event of a power failure.
3. Transmit alarm calls to an alarm monitoring company which will give 24 hour notification to our local Fire and Police Departments.
4. New system will be connected to smoke detectors which will automatic alarm initiation at the early staged of a fire emergency. This is critical to provide our facility with an effective automatic alarm initiation, even when no one is present to observe the fire/smoke.
5. Fire Alarm Annunciators will be installed by the Fire Departments entrance point to provide alarm information to responding emergency personnel.
6. Properly located Manual Fire Alarm Stations will allow stations to be consistently located to aid in proper training and utilization in the event of a fire emergency.

This project has not gone out for bid. The budget was based on a proposal from a local Alarm Company which we use to maintain our fire/ alarm systems. This contractor uses Honeywell Fire Panels. This contractor gave us a, not to exceed amount of \$40,000.000. However, based on the starting date of August 2010, we are adding a 15% contingency to allow for additional inflation increases and Bond expense. Our bid request will be requiring stated warranties and guarantees. If awarded, the School District will advertise the project for competitive bid, follow all BEST and CDE Capital Construction Assistance Public Schools Facility Construction Guidelines, and use our own Facilities Manager to over see the project, John Canaday.

How Urgent is this Project:

We feel from the urgency of the health and safety concern, this project would be a high priority project. Proposed schedule for this project would begin July or August 2010 or sooner depending on approval of grant. Project should be completed no later than October 2010. If approved, it will be put out for competitive bid.

What is the Cost Associated with this Project:

46000

How Does this Project Conform with the Construction Guidelines:

With the grant award we can be in conformity with these sections 3.5 from the CAPITAL CONSTRUCTION ASSISTANCE PUBLIC SCHOOLS FACILITY CONSTRUCTION GUIDELINES. By performing the upgrades, we will be in compliance with the State Fire Codes which will provide our students, staff, community, and facilities a safe school environment.

This project is not required to conform to the CCABA guidelines bases on the following: The value of the building is \$2,510,816.00, the estimated replacement cost is \$7,603,706.00

How does the Applicant plan to Maintain this Project if it is Awarded:

Upon completion of this project, this Fire Alarm System will be added to our preventative maintenance list, which will include all suggested routine testing by our local Fire Department. They will receive quarterly maintenance checks, and inspections. See attached Capital Reserve Proposed Projects Plan.

Due to declining enrollment, along with State budget cuts, East Otero School District R-1 School Board has voted to close one of our facilities, redistributing our students from 4 buildings to 3. The building selected to close is our Intermediate School located at 1401 E. 6th St., La Junta, CO. In the fall of 2010, we will be moving our 7th and 8th to the High School and our 3rd thru 5th grade to our Middle School.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$2300.00

CDE Comments:

PER INFORMATION PROVIDED BY THE DISTRICT, OUT OF 320 PEOPLE WHO USE THIS FACILITY, 147 OF THEM ARE PRE-SCHOOLERS USING THE FACILITY F/T DURING THE DAY. THE REMAINING 173 USERS ARE FOR NON K-12 PROGRAMMING.

Funded FTE Count:	1,302	Bonded Debt Approved:	\$4,300,000
Assessed Valuation:	\$54,513,872.00	Year Bonded Election Approved:	2008
PPAV:	\$41,853.26	Bonded Debt Failed:	\$4,000,000
Bonded Debt:	\$3,240,000.00	Year Bond Election Failed:	2003
Total Bonding Capacity:	\$10,902,774.40	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	29.72%	Median Household Income:**	\$15,106.00
Bond Capital Remaining:	\$7,662,774.40	Free or Reduced Lunch %:	64.55%
Existing Bond Mill Levy:	10.801	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$43,516.00	Affected Sq Ft:	37,782
Current Project Match:	\$7,084.00	Master Plan Complete:	No
Current Total Project Cost:	\$50,600.00	CDE Minimum Match Percent:	14
Previous Grant Awards:	\$0.00	Actual Match Provided:	14
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	33.02%
Future Matches:	\$0.00	CFI:	79.90%
Total for all Phases:	\$46,000.00	Inflation:	2
Cost Per Sq Ft:	\$2.00		
Cost Per Pupil:	\$134.00	Davis- Bacon Wage Requirement:	

-Facilities Affected By This Grant Application-

East Otero R-1 – Columbian School – Fire Alarm

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	38,700
Replacement Value:	\$7,983,588
Condition Budget:	\$2,365,135
Total FCI:	29.62%
Energy Budget:	\$0
Suitability Budget:	\$0
Total RSLI:	11%
Total CFI:	29.6%
Condition Score: (60%)	0.00
Energy Score: (0%)	0.35
Suitability Score: (40%)	N/A
School Score:	TBD



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is original installation. The system is non-addressable. The system does not function properly. Rated a 2.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: EAST OTERO R-1

Project Rank: 1.60

County: OTERO

Applicant Priority #: 6

Project Title: ES Fire Alarm Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The affected facility is New Columbian School in La Junta, CO. This building facilitates multiple ages of learning from pre-school to college classes. Currently our fire alarm system at this facility is 20-30 yrs old and was designed to comply with the codes in effect for the era in which they were installed. The codes have changed since then, and now provide a much higher level of Life Safety to students, staff and visitors to our facilities. This school is not in compliance with current codes and this system is not even functional as designed many years ago, placing our facility, students, staff, and visitors at risk.

Issue: Fire Alarm

Deficiencies Associated with this Issue:

This systems is 20-30 years old and does not comply with todays codes. The system now in place is in constant need of repairs, does not function properly half the time when it is tested and used. Our School has very limited alarm information. Fire Alarm Annunciators are required under the current codes to provide the Fire Department, first responders, and staff, alarm information indicating the location of the emergency. Our school currently has manual Fire Alarm Stations installed at some locations, but are not located correctly. This school has NO smoke detection installed at all. Our school has no strobe devices at all. These notification devices need to be installed in every classroom, corridor, conference room, lunchroom, and common use room to bring us in compliance.

Proposed Solution to Address the Deficiencies Listed Above:

By upgrading the Fire Alarm Systems, this will:

1. Provide notification to our building occupants that will meet all of today's codes. The new system will allow us to be ADA-NFPA compliant with the addition of horns and strobes.
2. Provide battery backup that will allow for a 24 hour battery standby reserve. This will allow the building occupants to be notified of a fire emergency in the event of a power failure.
3. Transmit alarm calls to an alarm monitoring company which will give 24 hour notification to our local Fire and Police Departments.
4. New system will be connected to smoke detectors which will automatic alarm initiation at the early staged of a fire emergency. This is critical to provide our facility with an effective automatic alarm initiation, even when no one is present to observe the fire/smoke.
5. Fire Alarm Annunciators will be installed by the Fire Departments entrance point to provide alarm information to responding emergency personnel.
6. Properly located Manual Fire Alarm Stations will allow stations to be consistently located to aid in proper training and utilization in the event of a fire emergency.

This project has not gone our for bid. The budget was based on a proposal from a local Alarm Company which we use to maintain our fire/alarm systems. This contractor uses Honeywell Fire Panels. This contractor gave us a, not to exceed amount of \$40,000.000. However, based on the starting date of August 2010, we are adding a 15% contingency to allow for additional inflation increases and Bond expense. Our bid request will be requiring stated warranties and guarantees. If awarded, the School District will advertise the project for competitive bid, follow all BEST and CDE Capital Construction Assistance Public Schools Facility Construction Guidelines, and use our own Facilities Manager to over see the project, John Canaday.

How Urgent is this Project:

We feel from the urgency of the health and safety concern, this project would be a high priority project. Proposed schedule for this project would begin July or August 2010 or sooner depending on approval of grant. Project should be completed no later than October 2010. If approved, it will be put out for competitive bid.

What is the Cost Associated with this Project:

46000

How Does this Project Conform with the Construction Guidelines:

With the grant award we can be in conformity with these sections 3.5 from the CAPITAL CONSTRUCTION ASSISTANCE PUBLIC SCHOOLS FACILITY CONSTRUCTION GUIDELINES. By performing the upgrades, we will be in compliance with the State Fire Codes which will provide our students, staff, community, and faciities a safe school environment.

This project is not required to conform to the CCABA guidelines bases on the following: The value of the building is \$2,365,135.00, the estimated replacement cost is \$7,983,588.00

How does the Applicant plan to Maintain this Project if it is Awarded:

Upon completion of this project, this Fire Alarm System will be added to our preventative maintenance list, which will include all suggested routine testing by our local Fire Department. They will receive quarterly maintenance checks, and inspections. See attached Capital Reserve Proposed Projects Plan.

Due to declining enrollment, along with State budget cuts, East Otero School District R-1 School Board has voted to close one of our facilities, redistributing our students from 4 buildings to 3. The building selected to close is our Intermediate School located at 1401 E. 6th St., La Junta, CO. In the fall of 2010, we will be moving our 7th and 8th to the High School and our 3rd thru 5th grade to our Middle School.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$2300.00

CDE Comments:

Funded FTE Count:	1,302	Bonded Debt Approved:	\$4,300,000
Assessed Valuation:	\$54,513,872.00	Year Bonded Election Approved:	2008
PPAV:	\$41,853.26	Bonded Debt Failed:	\$4,000,000
Bonded Debt:	\$3,240,000.00	Year Bond Election Failed:	2003
Total Bonding Capacity:	\$10,902,774.40	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	29.72%	Median Household Income:**	\$15,106.00
Bond Capital Remaining:	\$7,662,774.40	Free or Reduced Lunch %:	64.55%
Existing Bond Mill Levy:	10.801	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$43,516.00	Affected Sq Ft:	38,700
Current Project Match:	\$7,084.00	Master Plan Complete:	No
Current Total Project Cost:	\$50,600.00	CDE Minimum Match Percent:	14
Previous Grant Awards:	\$0.00	Actual Match Provided:	14
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	29.62%
Future Matches:	\$0.00	CFI:	29.60%
Total for all Phases:	\$46,000.00	Inflation:	2
Cost Per Sq Ft:	\$2.00		
Cost Per Pupil:	\$313.00	Davis- Bacon Wage Requirement:	

-Facilities Affected By This Grant Application-

Fowler R-4J – Fowler Jr/Sr High School – Fire Alarm and Emergency Lights

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	84,911
Replacement Value:	\$21,564,299
Condition Budget:	\$10,712,982
Total FCI:	49.68%
Energy Budget:	\$0
Suitability Budget:	\$2,656,800
Total RSLI:	12%
Total CFI:	62.0%
Condition Score:	2.52
Energy Score: (20%)	3.50
Suitability Score: (40%)	4.47
School Score:	3.49



Q#87- There is no fire alarm in the building AND/OR the system is failing or components are no longer in service. Rated a 1.0

Q#87.2- The system is obsolete. It does not function. Rated a 1.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: FOWLER R-4J

Project Rank: 1.60

County: OTERO

Applicant Priority #: 2

Project Title: Jr/Sr HS Fire Alarm Upgrade

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The Fowler School District R4J offers public education for students in grades K-12. The senior high and junior high schools received a high rating for overall academic performance during the 2007-08 school year, one of just a few schools within a 75 mile radius. The enrollment for the 2007-08 school year included 110 senior high school students and 57 junior high school students. The dropout rate for both schools was zero during the same year. The district enjoys a student/teacher ratio of around 11. Students participate in a number of programs, including athletics, music, drama, choir, band, speech, student council, art, Science Fair, National Honor Society, Academic Club, Annual Publications, Student Council, Future Farmers of America, Future Business Leaders of America, Try Random Acts of Kindness, and Friends for Therapeutic Equine Activities. The community is very proud of the school's students and provides tremendous support.

The original high school building was built in 1954, and is currently the Junior High School. Interior spaces include general classrooms, a gymnasium and locker rooms, and offices. Exterior walls are primarily built from masonry and the roof structure is wood (the gymnasium roof is supported with curved glu-lam beams). A High School wing, the Cafeteria, and a detached building known as the C Building, were built in 1964, with similar exterior wall and roof construction. The High School wing includes general classrooms, science classrooms, a technology lab, and a media center. The C Building is a separate building and includes a wrestling room, wood shop, and a band room. The Ag Building (another separate building) was added in 1973, and was built using masonry at exterior walls and a double-tee pre-cast concrete roof structure. Inside vehicle maintenance bays and a Classroom area are located to the east, and a large Shop area is to the west. A detached high school Gymnasium with a lobby and locker rooms was added in 1974. Its construction is concrete masonry and pre-cast tees at the exterior walls, and pre-cast tees at the roof.

The Junior High and Senior High buildings have a fire alarm and pull stations at exterior doors. The fire alarm system for the C Building is similar, but the Ag Building has no fire alarm system. The fire alarm system at the High School Gymnasium is not operable. Without an operable fire alarm system, students and other occupants are at high risk should there be a fire or other need to exit the building. Some efforts have been made by the school district to improve the fire alarm system at the Junior/Senior High Campus, but these efforts have not been successful. Without a monitoring system, a person needs to be present in the building in order to contact the fire department. During after hours, when no one is present, the physical building is at risk. For all buildings, the fire alarm system has no detection and is not monitored by an outside agency. The entire campus is to be monitored per the Department of Fire Safety. The fire alarm system at the Elementary School, built in 2003, is also to be monitored. A field inspection by the Colorado Department of Fire Safety in May, 2009, found other key life safety deficiencies, including a lack of emergency lights and inoperable emergency lights. All emergency lights are to be updated per the Department of Fire Safety. A separate inspection for the Kitchen hood identified a Pre-UL300 fire suppression system that is not in compliance, and supported the requirement from the Colorado Department of Fire Safety that this system be replaced.

A grant was awarded by CDE for a new elementary school, completed in 2003. BEST is especially attractive for this scope of work due to the recent decline of student enrollment, a slow economy and growth of businesses in the area, and a low level of available capital reserves relative to other comparable school districts.

Issue: Fire Alarm

Deficiencies Associated with this Issue:

The fire alarm system is original to the buildings and does not function properly in the Junior and Senior High School Buildings, the High School Gymnasium, and the C Building. There is no fire alarm system for the Ag Building. The components for the fire alarm system will not support the devices for a monitored fire alarm system and should be replaced. A fire alarm system that cannot notify its occupants to quickly leave the building during an emergency puts its occupants at great risk. When the fire department cannot be called for help during an emergency, the physical building is at risk of being damaged or destroyed, and persons cannot be given potential life saving assistance. Due to the age of the school buildings located on the Fowler Junior High/Senior High campus, minimal fire alarm components exist. In some cases, there is no system at all. A building with no system means occupants are not notified to exit when precious seconds could mean the difference between life and death. Since the fire alarm systems for the school district's buildings are not monitored, the fire department is not notified unless a phone call is made. When a hazard to the building exists after hours, there may be no one present and therefore no call is made. The elementary school has a fire alarm system, but was designed with exterior doors for all classrooms, which exempted the building's fire alarm system from being monitored. As of January, 2009, the International Fire Code requires that all fire alarm systems in public school buildings be monitored. This requirement will be enforced by the Colorado Department of Fire Safety. An inspection was completed by the Colorado Department of Fire Safety in May, 2009, which found many deficiencies regarding the emergency lighting in the Junior and Senior High School buildings. All emergency lights are to be updated per the Department of Fire Safety. A separate inspection for the Kitchen hood identified a Pre-UL300 fire suppression system that is not in compliance, which must be updated or risk not be certified in 2011.

Proposed Solution to Address the Deficiencies Listed Above:

The existing fire alarm system at the Junior/Senior High School will be completely removed as well as all detection and annunciation devices (pull stations and horn strobes). The new system will be fully addressable with the capacity for future expansion. All existing pull stations will be replaced as well as the existing wiring. All existing horns will be replaced with combination horn/strobes in all areas where these devices are currently installed. The system will be provided with a dialer unit and the necessary wiring will be provided for remote monitoring. Two remote LCD annunciators will be provided to monitor all functions and the status of the FACP unit. One annunciator will be located at the school office and the second at the main entrance (response entrance) designated by the Fire Department Authority.

Fire alarm panels will be replaced at the Junior/Senior High School campus to permit a monitored system. This will include the Junior/Senior High School, the C Building, the Ag Building, and the High School Gymnasium. Emergency lights will be updated, and the fire suppression system at the kitchen hood will be replaced. All existing fluorescent fixtures connected to the emergency panel will be retrofitted with battery backup ballast and test buttons. All EXIT signs have already been upgraded by the school district.

The fire alarm in the Gymnasium has been disabled for more than 2 years, and will be replaced with a newer unit that will perform the same functions as the existing unit but will also provide for future expansion to interface with the unit on the Junior/Senior High for remote monitoring.

The Ag Building does not currently have a fire alarm system. Detection and annunciation devices will be provided to meet code.

An additional exit sign will be installed at the Elementary School per the inspection report of the Department of Fire Safety, and the connection of the existing fire alarm control panel will be made for remote monitoring. Programming of the existing control panel will be completed by an outside agency. Two telephone lines (dedicated or shared) will also be needed for the monitoring functions. An annual contract is also needed with a certified monitoring service.

How Urgent is this Project:

The urgency of updates to the life safety systems is real. Occupants of the buildings without a fire alarm system are at risk, and the other systems without a monitoring service put the buildings at risk. An outdated fire suppression system at the kitchen hood cannot meet current certification standards and must be replaced to ensure the rapid extinguishing of grease fires. The reliable operation of life safety systems have a high priority in buildings and ensure that fires are extinguished so persons can quickly exit from the building in the event of an emergency. A quick response from the fire department can also save lives.

What is the Cost Associated with this Project:

\$ 66,388

How Does this Project Conform with the Construction Guidelines:

This scope of work conforms with the Public Schools Construction Guidelines as follows:

- A building fire alarm and duress notification system will be designed to meet State and Local fire department requirements for all occupied buildings. (3.5)
- Emergency lighting will be available when normal lighting systems fail and in locations necessary for the orderly egress from the building in an emergency situation. (3.10)

How does the Applicant plan to Maintain this Project if it is Awarded:

The systems that are part of this grant will be durable and appropriate for its intended use. Given the relatively simple scope of work, the school district plans to maintain this project as part of ongoing maintenance and repairs for the district's facilities. Examples of ongoing maintenance include checking the operation of emergency lights, testing alarm and monitoring systems, and inspections required of the Colorado Department of Fire Safety. The yearly dollar amount allocated to maintain and replace this project is based on an expected life of 30 years.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$ 1,300

CDE Comments:

Funded FTE Count:	390	Bonded Debt Approved:	\$2,100,000
Assessed Valuation:	\$15,860,349.00	Year Bonded Election Approved:	2001
PPAV:	\$40,615.49	Bonded Debt Failed:	
Bonded Debt:	\$1,690,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$3,172,069.80	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	53.28%	Median Household Income:**	\$17,716.00
Bond Capital Remaining:	\$1,482,069.80	Free or Reduced Lunch %:	49.02%
Existing Bond Mill Levy:	10.991	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:	N/A	Is the Facility Under a Lease Purchase Agreement:	No

If it's a Charter School, Where will the Facility Revert To:

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$73,026.00	Affected Sq Ft:	84,911
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Current Project Match: \$0.00
Current Total Project Cost: \$73,026.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$66,388.00
Cost Per Sq Ft: \$1.00
Cost Per Pupil: \$171.00

Master Plan Complete: No
CDE Minimum Match Percent: 27
Actual Match Provided: 0
Was a Waiver Letter Required: Yes
FCI: 49.68%
CFI: 62.00%
Inflation: 3
Davis- Bacon Wage Requirement:

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Adams Arapahoe 28J - Aurora Hills Middle School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	130,969
Replacement Value:	\$35,273,124
Condition Budget:	\$20,930,805
Total FCI:	59.34%
Energy Budget:	\$45,839
Suitability Budget:	\$9,302,500
Total RSLI:	7%
Total CFI:	85.8%
Condition Score:	2.03
Energy Score: (20%)	2.25
Suitability Score: (40%)	3.79
School Score:	2.78



Adams Arapahoe 28J - Columbia Middle School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	114,838
Replacement Value:	\$30,575,435
Condition Budget:	\$15,242,703
Total FCI:	49.85%
Energy Budget:	\$40,193
Suitability Budget:	\$5,804,400
Total RSLI:	21%
Total CFI:	69.0%
Condition Score:	2.51
Energy Score: (20%)	2.50
Suitability Score: (40%)	4.15
School Score:	3.16



Adams Arapahoe 28J - East Middle School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	112,919
Replacement Value:	\$30,217,811
Condition Budget:	\$10,932,239
Total FCI:	36.18%
Energy Budget:	\$39,522
Suitability Budget:	\$1,045,600
Total RSLI:	22%
Total CFI:	39.8%
Condition Score:	3.19
Energy Score: (20%)	2.80
Suitability Score: (40%)	4.66
School Score:	3.70



-Continued on the following page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Adams Arapahoe 28J - Mracheck Middle School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	134,526
Replacement Value:	\$36,043,647
Condition Budget:	\$18,613,606
Total FCI:	51.64%
Energy Budget:	\$0
Suitability Budget:	\$13,227,900
Total RSLI:	16%
Total CFI:	88.3%
Condition Score:	2.42
Energy Score: (20%)	2.75
Suitability Score: (40%)	3.51
School Score:	2.92



Adams Arapahoe 28J - North Middle School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	107,247
Replacement Value:	\$28,829,381
Condition Budget:	\$9,254,293
Total FCI:	32.10%
Energy Budget:	\$37,536
Suitability Budget:	\$803,300
Total RSLI:	29%
Total CFI:	35.0%
Condition Score:	3.40
Energy Score: (20%)	2.45
Suitability Score: (40%)	4.74
School Score:	3.74



Adams Arapahoe 28J - South Middle School – Card Access

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	105,592
Replacement Value:	\$29,050,769
Condition Budget:	\$7,211,122
Total FCI:	24.82%
Energy Budget:	\$36,957
Suitability Budget:	\$6,646,400
Total RSLI:	32%
Total CFI:	47.8%
Condition Score:	3.76
Energy Score: (20%)	1.75
Suitability Score: (40%)	3.92
School Score:	3.42



-Continued on the following page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Adams Arapahoe 28J - West Middle School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	122,508
Replacement Value:	\$34,760,496
Condition Budget:	\$4,555,383
Total FCI:	13.11%
Energy Budget:	\$42,878
Suitability Budget:	\$1,537,900
Total RSLI:	52%
Total CFI:	17.7%
Condition Score:	4.34
Energy Score: (20%)	2.25
Suitability Score: (40%)	4.75
School Score:	4.09



Adams Arapahoe 28J - Aurora Central High School – Card Access

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	283,775
Replacement Value:	\$82,235,577
Condition Budget:	\$48,178,932
Total FCI:	58.59%
Energy Budget:	\$99,321
Suitability Budget:	\$2,417,400
Total RSLI:	6%
Total CFI:	61.6%
Condition Score:	2.07
Energy Score: (20%)	1.70
Suitability Score: (40%)	4.83
School Score:	3.10



Adams Arapahoe 28J - Gateway High School – Card Access

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	236,496
Replacement Value:	\$67,420,995
Condition Budget:	\$29,069,496
Total FCI:	43.12%
Energy Budget:	\$82,774
Suitability Budget:	\$3,119,200
Total RSLI:	21%
Total CFI:	47.9%
Condition Score:	2.84
Energy Score: (20%)	1.25
Suitability Score: (40%)	4.58
School Score:	3.22



-Continued on the following page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Adams Arapahoe 28J - Hinkley High School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	287,185
Replacement Value:	\$80,725,270
Condition Budget:	\$13,301,116
Total FCI:	16.48%
Energy Budget:	\$100,515
Suitability Budget:	\$3,459,900
Total RSLI:	46%
Total CFI:	20.9%
Condition Score:	4.18
Energy Score: (20%)	2.45
Suitability Score: (40%)	4.67
School Score:	4.03



Adams Arapahoe 28J - Rangeview High School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	230,224
Replacement Value:	\$66,319,678
Condition Budget:	\$24,120,519
Total FCI:	36.37%
Energy Budget:	\$80,578
Suitability Budget:	\$20,460,600
Total RSLI:	43%
Total CFI:	67.3%
Condition Score:	3.18
Energy Score: (20%)	3.05
Suitability Score: (40%)	3.78
School Score:	3.39



Adams Arapahoe 28J - Pickens Technical College – Card Access *-Not accessed in the Statewide Facility Assessment-*

-Continued on the following page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Adams Arapahoe 28J - William Smith High School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	41,593
Replacement Value:	\$11,801,673
Condition Budget:	\$67,748
Total FCI:	0.57%
Energy Budget:	\$14,558
Suitability Budget:	\$3,949,500
Total RSLI:	53%
Total CFI:	34.2%
Condition Score:	4.97
Energy Score: (20%)	2.25
Suitability Score: (40%)	3.47
School Score:	3.83



Adams Arapahoe 28J - Crossroads Center – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	10,500
Replacement Value:	\$2,908,820
Condition Budget:	\$63,731
Total FCI:	2.19%
Energy Budget:	\$0
Suitability Budget:	\$3,200
Total RSLI:	71%
Total CFI:	2.3%
Condition Score:	4.89
Energy Score: (20%)	0.25
Suitability Score: (40%)	4.99
School Score:	4.00



Adams Arapahoe 28J - Montview Annex – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	12,755
Replacement Value:	\$3,525,648
Condition Budget:	\$2,542,047
Total FCI:	72.10%
Energy Budget:	\$0
Suitability Budget:	\$932,000
Total RSLI:	2%
Total CFI:	98.5%
Condition Score:	1.39
Energy Score: (20%)	0.85
Suitability Score: (40%)	3.67
School Score:	2.20



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ADAMS-ARAPAHOE 28-J

Project Rank: 1.90

County: ARAPAHOE

Applicant Priority #: 2

Project Title: Multiple Facility Electronic Lock Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Low property values have long restricted Aurora Public Schools' capital programs. This discrepancy has a major influence on what we build, how we build, and on how carefully the district must manage its limited capital funds.

For the current bond program (the 2008 referendum), the district worked for two years to develop a list of projects. Over \$475,000,000 in needs were identified and prioritized so that a bond program could be generated for the \$215,000,000 the district had capacity to borrow. In some instances, such as the card access project described in this grant, the project was only partially funded.

The District installed a smart key system on most of its buildings during a past bond program. The electronic keys offer a level of security that cannot be obtained with a normal keying system. Keys can be removed the system when lost or stolen. Unfortunately, the company that developed this system no longer supports the computer program that accompanies the keys. We need to switch over to a new system before we begin to experience failures with the electronic components in the doors.

After a RFQ/RFP process, we selected a card access system to replace the electronic key system. Because of our limited bond funds and substantial facility needs, we decided to fund card readers only for the doors that had the electronic keys. A number of sites in our district did not receive the electronic key system and we will not be able to add the card access system to them. Additional funds would allow us to expand the bond funded program to include additional sites. The funds previously approved by the voters will be used for our match.

In the past 15 years, Aurora's voters have been very supportive of district bond referenda. Due to stalled development and declining property values, the district's remaining voter-approved borrowing authorization from the 2008 referendum actually exceeds the district's current statutory debt limit by about \$40 million. It is difficult to predict when property values will recover and growth will resume. We are pursuing BEST funds to augment the projects that the bond funds have allowed us to start and for which additional funding may be difficult to obtain.

Issue: Security

Deficiencies Associated with this Issue:

Buildings district wide do not meet requirement 3.7 and 3.9 – Facilities shall have controlled access at exterior doors. The district's has an electronic key system at some sites but it is no longer supported by the manufacturer and each door can only be independently monitored.

Proposed Solution to Address the Deficiencies Listed Above:

The existing access card project is intended to replace electronic keys with card readers and tie those card readers into the district's security system. If the project is funded, the district would add the card access system to sites which do not currently have electronic keys and add additional access readers as needed to schools that are scheduled to receive the new system. As part of the upgrade we would also remove and replace alarmed panic bars at high schools and tie new panic bars into the alarm system. Finally, we would add card readers at support sites.

How Urgent is this Project:

The district has begun replacing the electronic keys at elementary sites. To maintain the current project schedule, the school district would like to be notified in the third quarter of 2010 if additional funds are available for this project.

What is the Cost Associated with this Project:

890000

How Does this Project Conform with the Construction Guidelines:

- 3.7 – Keycard building access. Not all buildings in the district have electronic locking devices at main entries.
- 3.9 – Controlled access to exterior entrances. Existing smart key system is past its useful life and needs to be replaced. The district at a minimum needs to replace each key with a new card access system and could potentially expand beyond the existing system.

How does the Applicant plan to Maintain this 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, emergency and preventive maintenance and cyclical major repairs for all district facilities.

The Maintenance Department is comprised of 1) three interdisciplinary teams, 2) a preventive maintenance (PM) team, and 3) a resource and

planning team. 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 has approximately 11 members, and they are responsible for maintaining 1.2 to 1.4 million square feet. Each team is responsible for a variety of building maintenance services including heating, ventilation and air conditioning, electrical, plumbing, carpentry and painting.

The PM team has 12 members. PM duties include heating, ventilation and air conditioning, building maintenance, kitchen equipment, energy management, indoor air quality, fire inspections, general fire-safety issues, boiler inspections, backflow prevention and testing, fire-sprinkler systems, recycling, and elevator and auto-lift inspections.

The resource and planning team manages district wide maintenance needs. The team consists of 15 members and is responsible for a variety of district wide building maintenance services, including the district's four swimming pools. The branch also provides training and support for the entire maintenance and operations department, including estimates of projects and capital reserve requests. Their responsibilities are in the following key areas:

- Electronic and Controls: This team consists of 4 members. They are responsible for district wide support of fire-alarm systems, intrusion-alarm systems, clocks, scoreboards and intercom systems.
- Resource and Planning: This group has 11 team members who are responsible for district wide support to the interdisciplinary teams in the following areas: glazing, roofing, welding, doors and locks, signs, master plumber, master electrician and electrical installations.

The district's annual capital reserve program currently averages approximately \$7 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 was completed in 2008.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

5000

CDE Comments:

Funded FTE Count:	32,080	Bonded Debt Approved:	\$440,000,000
Assessed Valuation:	\$1,875,202,640.00	Year Bonded Election Approved:	2002, 2008
PPAV:	\$58,454.86	Bonded Debt Failed:	
Bonded Debt:	\$212,925,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$375,040,528.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	56.77%	Median Household Income:**	\$18,698.00
Bond Capital Remaining:	\$162,115,528.00	Free or Reduced Lunch %:	61.37%
Existing Bond Mill Levy:	15	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$744,040.00	Affected Sq Ft:	10,000
Current Project Match:	\$234,960.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$979,000.00	CDE Minimum Match Percent:	24
Previous Grant Awards:	\$0.00	Actual Match Provided:	24
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	35.46%
Future Matches:	\$0.00	CFI:	51.15%
Total for all Phases:	\$890,000.00	Inflation:	0
Cost Per Sq Ft:	\$0.00		
Cost Per Pupil:	\$0.00	Davis- Bacon Wage Requirement:	\$133,500

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Adams Arapahoe 28J - Hinkley High School - Stage Rigging

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	287,185
Replacement Value:	\$80,725,270
Condition Budget:	\$13,301,116
Total FCI:	16.48%
Energy Budget:	\$100,515
Suitability Budget:	\$3,459,900
Total RSLI:	46%
Total CFI:	20.9%
Condition Score:	4.18
Energy Score: (20%)	2.45
Suitability Score: (40%)	4.67
School Score:	4.03



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ADAMS-ARAPAHOE 28-J

Project Rank: 1.90

County: ARAPAHOE

Applicant Priority #: 3

Project Title: HS Stage Rigging Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Aurora Public Schools worked for over two years to develop a list of projects for the 2008 bond program. Over \$475,000,000 in needs were identified and prioritized so that a bond program could be generated for the \$215,000,000 the district had capacity to borrow. In 2009, after the district had completed bond project selections, the Operations and Maintenance Department had the stage rigging at Hinkley High School inspected. The inspection determined that many of the older components are not to current rigging safety standards and are past their serviceable life. The school was built in 1963 and there have been three or more different installations of stage rigging equipment since 1970.

The budget for this project exceeds our typical capital reserve project amount and is not funded in the current bond program. Any projects funded by unspent bond funds will not be selected until after all advertised bond projects are complete due to limitations with the district's bonding capacity and falling property values. Due to the number of projects that were left unfunded, it is unlikely that it would be funded from the 2008 bond program.

The stage is used for the following instructional programs: Performing Arts, Instruments/Band, IB Theatre, Technical Theatre and Vocal Music. In addition, the stage is used for non-instructional school use such as awards ceremonies, ROTC, club meetings, individual class presentations, counseling presentations, back to school nights, college information nights and staff meetings. Finally, it is also used by the community by homeowner associations, church groups and the city of Aurora. Until the rigging is repaired, the use of the stage is limited.

The state has set the district's match 24% which, on this project, could be funded from the capital reserve fund.

Issue: Other

Deficiencies Associated with this Issue:

The Hinkley High School stage rigging is old and past its serviceable life. Many of the older components are not to current rigging safety standards. The district had the stage rigging inspected in February of 2009 and became aware of a number of safety concerns.

- The building does not have a loading bridge for loading and unloading of counterweights from arbors. Weights must be added at the floor level presenting a dangerous situation when linesets are out of balance. This creates potential risk as the system will be significantly out of balance during loading and unloading operations, including risk of serious injury.
- The "I" beam in the head beam position is not level. A new beam pocket will be needed.
- A rigging equipment report is attached. Rigging is reviewed by the following categories: Battens, Rope Locks, Tension Blocks, Counterweight Arbors, Headblock Steel, Headblocks and Loft Blocks. The report listed many items in every category that needed to be repaired or replaced immediately.

Proposed Solution to Address the Deficiencies Listed Above:

Repair or replace head beam including creation of a new beam pocket. Repair or replace components or rigging system that are past their serviceable life. The system components that need to be replaced include: manila rope, floor block / rope lock combination sets, head block sheaves, loft blocks, wire rope terminations, trim chain, wire rope, pipe battens, bar guide system, apron truss. Items that should be rehung include the grand drape, the main speaker cluster and the proscenium speaker.

How Urgent is this Project:

Use of the stage is limited for instructional use by the condition of the rigging. The district would like to replace the rigging as soon as possible to allow for full use by student, staff and the community.

What is the Cost Associated with this Project:

400000

How Does this Project Conform with the Construction Guidelines:

Section One: Promote Safe and Healthy Facilities

- 3.1 – Sound building structural systems. The "I" beam in the head beam position over the stage is not level. Stage rigging is supported by this beam.

Section Two: Educational Suitability

- 4.2 – State Board's model content standards. A fully functioning stage and auditorium is necessary to meet the standards for Drama and Theatre Arts.
- 4.12.12 – Performing Arts support area – Sets are built on stage. If stage rigging becomes unstable than support for the performing arts will

need to be restricted.

How does the Applicant plan to Maintain this 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 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, emergency and preventive maintenance and cyclical major repairs for all district facilities.

The Maintenance Department is comprised of 1) three interdisciplinary teams, 2) a preventive maintenance (PM) team, and 3) a resource and planning team. 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 has approximately 11 members, and they are responsible for maintaining 1.2 to 1.4 million square feet. Each team is responsible for a variety of building maintenance services including heating, ventilation and air conditioning, electrical, plumbing, carpentry and painting.

The PM team has 12 members. PM duties include heating, ventilation and air conditioning, building maintenance, kitchen equipment, energy management, indoor air quality, fire inspections, general fire-safety issues, boiler inspections, backflow prevention and testing, fire-sprinkler systems, recycling, and elevator and auto-lift inspections.

The resource and planning team manages district wide maintenance needs. The team consists of 15 members and is responsible for a variety of district wide building maintenance services, including the district’s four swimming pools. The branch also provides training and support for the entire maintenance and operations department, including estimates of projects and capital reserve requests. Their responsibilities are in the following key areas:

- Electronic and Controls: This team consists of 4 members. They are responsible for district wide support of fire-alarm systems, intrusion-alarm systems, clocks, scoreboards and intercom systems.
- Resource and Planning: This group has 11 team members who are responsible for district wide support to the interdisciplinary teams in the following areas: glazing, roofing, welding, doors and locks, signs, master plumber, master electrician and electrical installations.

The district’s annual capital reserve program currently averages approximately \$5.6 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 was completed in 2008.

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

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

2500

CDE Comments:

Funded FTE Count:	32,080	Bonded Debt Approved:	\$440,000,000
Assessed Valuation:	\$1,875,202,640.00	Year Bonded Election Approved:	2002, 2008
PPAV:	\$58,454.86	Bonded Debt Failed:	
Bonded Debt:	\$212,925,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$375,040,528.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	56.77%	Median Household Income:**	\$18,698.00
Bond Capital Remaining:	\$162,115,528.00	Free or Reduced Lunch %:	61.37%
Existing Bond Mill Levy:	15	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$334,400.00	Affected Sq Ft:	2,880
Current Project Match:	\$105,600.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$440,000.00	CDE Minimum Match Percent:	24
Previous Grant Awards:	\$0.00	Actual Match Provided:	24
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	16.48%
Future Matches:	\$0.00	CFI:	20.90%
Total for all Phases:	\$400,000.00	Inflation:	2

Cost Per Sq Ft: \$139.00
Cost Per Pupil: \$200.00

Davis- Bacon Wage Requirement:

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Englewood 1 – Bishop Elementary School – Install New Ceiling

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	37,779
Replacement Value:	\$6,811,437
Condition Budget:	\$3,432,456
Total FCI:	50.39%
Energy Budget:	\$0
Suitability Budget:	\$884,700
Total RSLI:	25%
Total CFI:	63.4%
Condition Score:	2.48
Energy Score: (20%)	3.50
Suitability Score: (40%)	4.43
School Score:	3.46



Q#162- Ceilings are worn and have cosmetic deficiencies with visible damage in some areas. Rated a 2.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ENGLEWOOD 1

Project Rank: 1.90

County: ARAPAHOE

Applicant Priority #: 1

Project Title: ES Ceiling Replacement

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Interior ceiling replacement | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Bishop elementary school has a hard ceiling with glued on 12"x12" ceiling tiles. These tiles are original to the facility and are falling as the glue dries out and lets go. Currently the facilities maintenance screws the tiles back into the ceiling that become loose. It is the intention of the District to remove the tiles and the backing and replace them with a drop ceiling. This project will require moving all the electrical, fire alarm, and security infrastructure. The ceiling will be demolished and all infrastructure will be put back including lighting that fits into ceiling grid (currently the lighting is surface mounted) and a previously purchased intercom system. Finally a drop ceiling will be put back in place. The entire building with the exception of the library, gym and a newer four classroom wing that was added a decade ago will need to be refitted.

Issue: Other

Deficiencies Associated with this Issue:

The ceiling at Bishop Elementary School is comprised of a hard back and glued on twelve inch by twelve inch tiles. The system is original to the building and the adhesive is failing building wide, causing the tiles to fall from the ceiling, occasionally striking staff or students.

Proposed Solution to Address the Deficiencies Listed Above:

The District proposes to remove the existing ceiling and replace it with a suspended ceiling system, including new lighting meant for this ceiling system. The change will require removal and replacement of fire and security alarm systems as well as electrical. In addition, the District intends to install an intercom system throughout the building simultaneously.

How Urgent is this Project:

Due to the safety issue and the distraction to education, this project is this District's highest priority project of significant size.

What is the Cost Associated with this Project:

\$228,921

How Does this Project Conform with the Construction Guidelines:

The project conforms with sections 3.5 and 3.8 of the construction guidelines which call for fire alarm and event notification systems to be installed in schools. While Bishop already has an approved fire system, it will be impacted during the project. Bishop does not, at the current time have an intercom system, one has been purchased for the building, but installation has been delayed pending the replacement of the ceiling in the building.

Additionally, lighting will need to be replaced as the ceiling will be changed from a hard ceiling to a drop or grid ceiling, consequently section 3.10 will also be complied with.

When the ceiling is replaced, it will be in compliance with section 4.1 which calls for buildings to be constructed with high quality easily maintainable materials; the current ceiling is not.

How does the Applicant plan to Maintain this Project if it is Awarded:

This project will fall under the normal maintenance of the building and should not increase the financial burden on the District to maintain. In fact, with new lighting and without the need to continually spend labor dollars reaffixing fallen tiles, less money will need to be spent on this part of the building in the near term. Currently the annual maintenance budget for this building is \$23.5k, excluding labor.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

0

CDE Comments:

Funded FTE Count: 2,973
Assessed Valuation: \$420,770,900.00
PPAV: \$141,530.74
Bonded Debt: \$25,322,550.00
Total Bonding Capacity: \$84,154,180.00

Bonded Debt Approved:
Year Bonded Election Approved:
Bonded Debt Failed:
Year Bond Election Failed:
2009 Bond Election Results: N/A

% of Bonding Capacity Used: 30.09%
Bond Capital Remaining: \$58,831,630.00
Existing Bond Mill Levy: 7.631
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Median Household Income:** \$20,779.00
Free or Reduced Lunch %: 48.79%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$125,906.50
Current Project Match: \$125,906.50
Current Total Project Cost: \$251,813.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$228,921.00
Cost Per Sq Ft: \$6.00
Cost Per Pupil: \$833.00

Affected Sq Ft: 31,000
Master Plan Complete: No
CDE Minimum Match Percent: 49
Actual Match Provided: 50
Was a Waiver Letter Required: N/A
FCI: 50.39%
CFI: 63.40%
Inflation: 3
Davis- Bacon Wage Requirement:

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Englewood 1 - Englewood Middle School - Renovation

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	103,866
Replacement Value:	\$33,742,722
Condition Budget:	\$6,995,387
Total FCI:	20.73%
Energy Budget:	\$36,353
Suitability Budget:	\$8,663,700
Total RSLI:	23%
Total CFI:	46.5%
Condition Score:	3.96
Energy Score: (20%)	2.25
Suitability Score: (40%)	3.84
School Score:	3.57



Q#83- The emergency lighting system is new. Rated a 5.0

Q#16.1- There is an off-street bus loading and unloading zone. Rated a 5.0

Q#16.2- All traffic routing has safety and separation problems. The bus lanes are missing and there are circulation conflicts due to separation problems. Rated a 1.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ENGLEWOOD 1

Project Rank: 1.90

County: ARAPAHOE

Applicant Priority #: 3

Project Title: MS Emergency Lighting and Bus Drop-Off Renovations

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Emergency lighting as well as exit lighting throughout the building is faulty. While this issue doesn't directly affect the academic viability of the facility, it is a life safety system which in an emergency will be vital to the successful evacuation of the facility and subsequent searches of the facility.

Additionally, the building currently moves four buses through the parking lot on the west side of the building at drop off and pick up times. This situation causes an unsafe traffic hazard as this lot is used by staff and parents alike. The District proposes to solve this problem by constructing a bus loop at the southwest corner of the site which would keep the buses away from the congested area. While drop off and pick up has always been difficult at this site, the problem was exacerbated three years ago when the District closed its only other middle school and combined the populations of both schools at the Englewood Middle School site.

Issue: Electrical Upgrade

Deficiencies Associated with this Issue:

Exit and emergency lighting throughout the building is failing. The building has numerous exit signs out, and there is no emergency lighting during power failures. This represents a safety concern in the event of an evacuation or power failure during school hours. The building is equipped with a generator that powers limited systems during power failures.

Proposed Solution to Address the Deficiencies Listed Above:

The exit lighting needs to be replaced and the emergency circuit must be troubleshot and repaired. This is a deferred maintenance issue which must be addressed with outside support as the District does not have an electrician on staff. Part of the solution will require the generator to be evaluated as well.

How Urgent is this Project:

This is a life safety system that will be relied upon to aid in an emergency situation.

What is the Cost Associated with this Project:

\$361,446

Issue: Site Work

Deficiencies Associated with this Issue:

Currently the buses picking up and dropping off students at Englewood Middle School use the parking lot as a bus lane to stay off the curb where parents park to pick up and drop off their children. The parking lot is not the ideal spot for the buses due to the congestion particularly at the end of the day.

Proposed Solution to Address the Deficiencies Listed Above:

Add a bus loop at the southwest corner which would allow as many as five buses to park on site and away from the parking lot. This would allow even more access for parents to pull in and pick up children, and would take the buses out of the congested area, moving them to an area that sees almost no traffic at the end of the school day.

How Urgent is this Project:

Moving the buses to the parking lot from the street was a quick solution when the building nearly doubled it's occupancy three years ago. The bus loop will be a final, more permanent solution for the problem.

What is the Cost Associated with this Project:

\$72,984

How Does this Project Conform with the Construction Guidelines:

This project is specifically designed to conform to section 3.18.2 of the construction guidelines, by moving the bus loading zone away from parking areas.

How does the Applicant plan to Maintain this Project if it is Awarded:

The new bus lane and sidewalk will require little or no maintenance initially, concrete and asphalt repair work is allocated from the District facilities maintenance and repair budget on an as needed basis. Additionally snow plowing will be needed to keep the area clear in winter, but this represents a change in process, not equipment or dollars needed to take care of the area in times of snow and ice.

Exit lights and other devices are repaired as needed through the facilities maintenance budget.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

0

CDE Comments:

Funded FTE Count:	2,973	Bonded Debt Approved:	
Assessed Valuation:	\$420,770,900.00	Year Bonded Election Approved:	
PPAV:	\$141,530.74	Bonded Debt Failed:	
Bonded Debt:	\$25,322,550.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$84,154,180.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	30.09%	Median Household Income:**	\$20,779.00
Bond Capital Remaining:	\$58,831,630.00	Free or Reduced Lunch %:	48.79%
Existing Bond Mill Levy:	7.631	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$238,936.50	Affected Sq Ft:	104,000
Current Project Match:	\$238,936.50	Master Plan Complete:	No
Current Total Project Cost:	\$477,873.00	CDE Minimum Match Percent:	50
Previous Grant Awards:	\$0.00	Actual Match Provided:	50
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	20.73%
Future Matches:	\$0.00	CFI:	46.50%
Total for all Phases:	\$434,430.00	Inflation:	3
Cost Per Sq Ft:	\$100.00		
Cost Per Pupil:	\$868.00	Davis- Bacon Wage Requirement:	

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Englewood 1 - Maddox Early Childhood Education Center – Renovation

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	43,660
Replacement Value:	\$6,349,653
Condition Budget:	\$3,978,437
Total FCI:	62.66%
Energy Budget:	\$0
Suitability Budget:	\$2,013,100
Total RSLI:	12%
Total CFI:	94.4%
Condition Score:	1.87
Energy Score: (20%)	0.85
Suitability Score: (40%)	4.13
School Score:	2.57



Q#17.4- All traffic routing has safety and separation problems. The parent lanes are missing and there are circulation conflicts due to separation problems. Rated a 1.0

Q#18.4- There is adequate off-street parking for some staff and visitors. Solid surface parking spaces are identified past the student loading area and are near the building entrance. Rated a 3.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ENGLEWOOD 1

Project Rank: 1.90

County: ARAPAHOE

Applicant Priority #: 4

Project Title: PreSchool & Admin Parking Renovation

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

In the summer of 2009, Maddox Elementary School was converted to an Early Childhood Education Center and District/ Community meeting space. Due to the way the pre school operates, parking at the site is abismal and unsafe. There are only about 20 parking spaces available for staff, and parents who are dropping off kids park on the street all around the building, sharing the space with buses. Drop off and pick up at ECE happens three times a day, if there is a meeting going on during any of those times, the parking scenario at the facility becomes even more problematic.

To solve this problem, the District wants to expand the current parking lot into an adjacent asphalt covered space formerly used by the elementary school as play space for basketball, four square, etc. The expanded parking lot will allow direct access to the meeting spaces inside the building. As this area is outside the fenced in area for the ECE playground it is unused and available for this purpose, with some modification to account for change in elevation and traffic patterns.

Issue: Site Work

Deficiencies Associated with this Issue:

The parking lot is too small to handle the parking demand at the facility. The building has been converted to an early childhood education center and a district staff development center. The parking requirements for the ECE which mandates parents drop off their children in person combined with the impact of district personnel coming from around the district to attend meetings and trainings overwhelms the site and creates a safety issue.

Proposed Solution to Address the Deficiencies Listed Above:

When the building was converted, the elementary school playground that was being used when the building was a k-5 school became useless. The District would like to expand the current parking lot into the asphalt covered portion of the old playground. This would give direct access to the meeting space and keep staff from taking up curb side spots where parents typically park.

How Urgent is this Project:

With very small children being dropped off or picked up three times a day, this area is highly congested and has already caused issues between parents and building neighbors. Expanding this parking lot is an important part of the safety and community relations plan of the school.

What is the Cost Associated with this Project:

\$93,865

How Does this Project Conform with the Construction Guidelines:

This project conforms with section 3.18.4 by providing solid surface parking areas near the building entrance and away from student loading areas.

How does the Applicant plan to Maintain this Project if it is Awarded:

The new parking lot will require little or no maintenance initially, concrete and asphalt repair work is allocated from the District facilities maintenance and repair budget on an as needed basis. Additionally snow plowing will be needed to keep the area clear in winter, but this represents a change in process, not equipment or dollars needed to take care of the area in times of snow and ice.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

0

CDE Comments:

Funded FTE Count: 2,973
Assessed Valuation: \$420,770,900.00
PPAV: \$141,530.74
Bonded Debt: \$25,322,550.00
Total Bonding Capacity: \$84,154,180.00

Bonded Debt Approved:
Year Bonded Election Approved:
Bonded Debt Failed:
Year Bond Election Failed:
2009 Bond Election Results: N/A

% of Bonding Capacity Used: 30.09%
Bond Capital Remaining: \$58,831,630.00
Existing Bond Mill Levy: 7.631
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Median Household Income:** \$20,779.00
Free or Reduced Lunch %: 48.79%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$51,625.50
Current Project Match: \$51,625.50
Current Total Project Cost: \$103,251.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$93,865.00
Cost Per Sq Ft: \$10.00
Cost Per Pupil: \$409.00

Affected Sq Ft: 10,000
Master Plan Complete: No
CDE Minimum Match Percent: 50
Actual Match Provided: 50
Was a Waiver Letter Required: N/A
FCI: 62.66%
CFI: 94.40%
Inflation: 3
Davis- Bacon Wage Requirement:

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Sheridan 2 - Alice Terry Elementary Addition

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	46,225
Replacement Value:	\$10,508,019
Condition Budget:	\$1,533,251
Total FCI:	14.59%
Energy Budget:	\$0
Suitability Budget:	\$2,582,500
Total RSLI:	57%
Total CFI:	39.2%
Condition Score:	4.27
Energy Score: (20%)	3.25
Suitability Score: (40%)	3.67
School Score:	3.83



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: SHERIDAN 2

Project Rank: 1.90

County: ARAPAHOE

Applicant Priority #: 2

Project Title: ES Security Renovations to Control Access

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

It is unlikely that anyone would dare argue that the safety of children and staff while at our public schools is of paramount importance. Each morning begins with barely controlled chaos at Alice Terry Elementary School. This Elementary School serves K-2 students. It is located on busy city street. A high percentage of the students are delivered to the school by private vehicles; others arrive by bus. The bus lane is some 450 feet from the school building. Teachers gather and accompany the children, marching them in single file from the bus lane all the way to the main entry of the School. Parents, children, siblings and various other adults clamor toward the main entrance all at the same time, creating congestion and confusion. As one can imagine, the end of the school day is no less chaotic, hectic or dangerous. It is amazing that no serious accidents (or even worse) have occurred at this school during morning drop off and evening pick up times. This situation needs to change.

Adding to the safety concerns are the structural barriers at the main entry of the school which prevent office personnel from observing approaching visitors. Any visitor approaching the main entrance of Alice Terry Elementary School is virtually unseen by staff inside due to the sheltering canopy, large piers supporting the canopy and small intermittent windows. Anyone can easily enter the building without being noticed and walk past the small reception window without checking in. This is a situation ripe for one with ulterior motives to slip past the main office staff and gain access further into the school. Office personnel must be able to clearly see all approaching visitors and be able to stop them once they are inside the school. A very small lobby, lack of a main office waiting room and a vestibule without lockdown capabilities creates congestion at the beginning and end of the school day as well as safety concerns throughout the day. A bond issue passed in 2006 raised \$16 million to eliminate mobiles and improve the image of the District's five schools. However, glaring security and safety issues were not addressed at that time. Unfortunately, analysis by LKA found the safety issues do not stop at the front door.

A visitor to Sheridan School District told Superintendent Michael Clough "Your schools exude poverty". Except for the high school constructed in 1972, all the schools date prior to 1960. The aging of the buildings are apparent at all of the Sheridan Schools. The student population has steadily decreased over the past 10 years leaving 84% of students on free and reduced lunch and 10% from homeless families. The citizens of Sheridan want their community to return to its once competitive position amongst its much larger neighboring cities. They've shown their commitment by supporting a school bond issue and a \$96 million tax increment financing bond to commercially develop the River Point Center. They have leveraged their future as much as they can and they are now asking for help from the BEST Program.

Issue: Addition

Deficiencies Associated with this Issue:

The deficiencies listed below focus on life safety deficiencies at Alice Terry K/2 School. The items are referenced to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303(1).

3.7. Facilities equipped with closed circuit video and keycard or keypad building access.
Alice Terry Elementary (ATE) is not equipped with electric door locking capability at its main entry (east) or at its faculty entrance on the west. In addition, almost every classroom has a door to the exterior. None of these doors are electronically controlled or monitored. Even though each classroom is equipped with a security camera as part of the CareHawk classroom security system, the cameras can only be turned on by a teacher in the room or by the principal if an intruder is suspected. An intruder passing after hours thru one of the exterior classroom doors propped open would not be detected in the building by the CareHawk or any other system in the building.

3.8 An Event Alerting Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school for efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations

The telephone system is a vital component in the school's emergency notification system. The system throughout the District is outdated and repair parts are becoming increasingly difficult to obtain. The system lacks capabilities inherent in more modern systems. Inconsistent operation or periods of inoperability waiting for parts put the school's occupants at risk of not receiving warnings of impending natural or other threats. The phone system is the only way to pass critical information from one school to another and/or to police, fire and other authorities in the event of duress or an emergency. It must be inherently reliable.

3.18. A site that safely separates pedestrian and vehicular traffic

Busses for ATE students are separated from other vehicular traffic [3.18.1] as well as from any proximity to the school. Busses load and unload at a dedicated bus staging and unloading area [3.18.2] located almost 500 ft. from the school on the main street providing access to the school. Teachers must allow time in their day to accompany students to and from the bus lane (see Photo #_). In the afternoon, children queue in a fenced area adjacent to the building. Once the busses arrive at the bus lane, teachers lead the students on a sidewalk beside the parent pick up drive, down the street to the waiting busses. The children have obviously been taught the rules of the procession, but children being children,

the procession is only marginally orderly as those marching jostle with those along the sidewalk waiting for parents.

3.18.9. Consider restricting vehicle access at school entrances with bollards or other means to restrict vehicles from driving through the entry into the school.

There are no bollards or other structural elements sufficient to prevent a vehicle from driving thru the main entry into either school.

Proposed Solution to Address the Deficiencies Listed Above:

Despite appearances, Alice Terry Elementary is not a safe school. The solution proposed by LKA and accepted by the LRPC and school staff is a very small, simple main entry addition, mostly beneath the existing canopy coupled with an on-site bus loop constructed adjacent to the building. The addition expands the main office so that the receptionist has an unobstructed view of those approaching and places the check-in window in a lockdown vestibule. By moving these functions toward the exterior, the interior lobby is greatly expanded allowing for a more orderly arrangement of furniture for those waiting to pick up their children that is clearly visible to the receptionist. The expansion also creates space within the main office for a waiting room to separate those with business from those picking up or delivering children.

The relatively small (less than \$1 million) investment at Alice Terry will allow the few other detriments to a first class educational facility to be accomplished. Because the main office is so tiny, extra administrative functions mandated for a school of young children have taken over educational space scattered thru the building. The main office addition will allow the intervention group to move from the stage and the faculty lounge to move out of a useful classroom space next to the library. Consolidation of these spaces in one location will make the school's operation much more efficient.

Construction of the bus loop adjacent to the building requires a readjustment of outdoor facilities including those in the adjacent public park. The Park District has been resistant to fencing any of its grass play areas. Safety concerns prevent the school from using these fields without fencing, depriving its students of this critical activity. A cooperative effort has led to improvements to the Park and creation of a fenced grass area for the school. A letter from the Director of South Suburban Park and Recreation District supporting this proposal is attached. A play area able to be supervised adjacent to the cafeteria allows that large interior space to act as a holding area for students riding the bus. They would no longer need to pass thru the main entry eliminating literally hundreds from that scenario.

How Urgent is this Project:

URGENCY: Immediate. The timing of an event such as the Deer Creek Middle School shootings earlier this year cannot be predicted. They are as likely to happen a day from now as a decade from now. Opportunity is the only variable that can seem to be controlled. Removing the opportunity for an unsafe situation is the goal of the safety and security upgrades at Alice Terry Elementary.

What is the Cost Associated with this Project:

\$973,422

How Does this Project Conform with the Construction Guidelines:

The project conforms to the Public Schools Construction Guidelines by the following:

The items below are referenced with brackets [] to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303(1).

The project conforms to the PSFCG by the following:

3.7. Facilities equipped with closed circuit video and keycard or keypad building access.

Alice Terry Elementary has closed circuit video and a CareHawk intercom/security camera system. The proposed project would add keycard building access capability at two doors. One door, the main entry door would also have controlled access with the “buzz-in” remote release device in the receptionist area. The west entry door would have keycard building access capability only.

3.8 An Event Alerting Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school for efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations

The existing telephone system is a vital component in the school district's Event Alerting or emergency notification system. The outdated and failing telephone system will be replaced with a state-of-the-art system designed to assure uninterrupted, efficient inter and intra-school communications with connections to local fire, police and medical agencies during emergency or other significant events.

3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or via a video camera system. All other exterior entrances shall be locked and have controlled access.

The exterior doors not covered by the keycard building access system will be provided with electronic door monitoring. Indication of opening will occur at a control console in the Main Office. Main entrance walking traffic will enter a large lock down-type vestibule. Check in procedures will occur with the receptionist in this vestibule. The keycard and lock will be located on the interior door of the vestibule. Upon approval by the receptionist, visitors will be “buzzed in” and enter a large lobby and then into the large glass enclosed main office waiting area adjacent to the vestibule doors. The visitor may then communicate again with the receptionist if necessary before proceeding to meet with the principal, counselor or other person.

3.18 A site that safely separates pedestrian and vehicular traffic:

Per 3.18.1 in the new concept plan, the physical routes for the busses, cars and pedestrians continue to be separated. The existing access points from the adjacent roadways are relocated such that the vehicular entrance/exit forms a 4-way intersection with existing streets. Traffic control signage shall be used to compliment the site circulation design. A new loop will be constructed separate from parent pick up area [3.18.2] and closely adjacent to the school building. Site construction will include sidewalks and raised curbs around the bus loop. Traffic control signage shall compliment the site circulation design.

In the new concept plan the car drop off area [3.18.3] has an increased reservoir for “car stacking”. The flow is counterclockwise.

How does the Applicant plan to Maintain this Project if it is Awarded:

The district's fiscal office in conjunction with the maintenance department is responsible for implementing and maintaining a comprehensive planned maintenance and capital renewal program. The program is to provide systematically for the maintenance of district-owned facilities, the renewal of infrastructure and facilities based upon subsystems' predictable lifecycles, and the long-term elimination of deferred maintenance.

Within the Sheridan School District #2, maintenance work shall be defined as the work necessary to keep all district-owned facilities in good repair and operating condition. This work includes maintaining, operating, and repairing utility systems. It also includes maintaining and repairing basic components of district buildings, and grounds. We have highly qualified maintenance employees on staff. They perform and provide all maintenance and upkeep on our facilities. These employees would care for our renovated facility in the same manner that is currently done. The staff has many years of experience and we have programs in place that attend to preventative maintenance, tracking labor and material costs, and facility usage needs.

Sheridan School District #2 has made a commitment to allocate \$17,000 annually to the capital renewal budget that will be established if the project is approved. This allocation has been approved by the board of education and is included in our proposed budget for the ensuing fiscal year beginning July 1, 2010. The district will provide for maintenance and upkeep proposed within this application per BEST regulations. Once the renovation is complete and the affected area is operational, it will be included in our existing maintenance guidelines.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$17,000

CDE Comments:

Funded FTE Count:	1,442	Bonded Debt Approved:	\$12,865,000
Assessed Valuation:	\$152,418,590.00	Year Bonded Election Approved:	2006
PPAV:	\$105,736.10	Bonded Debt Failed:	
Bonded Debt:	\$21,040,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$30,483,718.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	69.02%	Median Household Income:**	\$16,045.00
Bond Capital Remaining:	\$9,443,718.00	Free or Reduced Lunch %:	81.90%
Existing Bond Mill Levy:	10.099	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$813,780.64	Affected Sq Ft:	3,400
Current Project Match:	\$256,983.36	Master Plan Complete:	Yes
Current Total Project Cost:	\$1,070,764.00	CDE Minimum Match Percent:	24
Previous Grant Awards:	\$0.00	Actual Match Provided:	24
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	14.59%
Future Matches:	\$0.00	CFI:	39.20%
Total for all Phases:	\$973,422.00	Inflation:	1
Cost Per Sq Ft:	\$286.00		
Cost Per Pupil:	\$2,905.00	Davis- Bacon Wage Requirement:	\$46,352

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Sheridan 2 - Sheridan High School Remodel

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	108,352
Replacement Value:	\$28,216,985
Condition Budget:	\$15,213,679
Total FCI:	53.92%
Energy Budget:	\$0
Suitability Budget:	\$1,167,200
Total RSLI:	36%
Total CFI:	58.1%
Condition Score:	2.30
Energy Score: (20%)	3.50
Suitability Score: (40%)	4.63
School Score:	3.47



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: SHERIDAN 2

Project Rank: 1.90

County: ARAPAHOE

Applicant Priority #: 3

Project Title: HS Security Renovations to Control Access

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Main Entrance Visitor Control Remodel | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Sheridan High School was designed in 1972 as part of a community centered complex with a swimming pool, recreation center, tennis courts, ball fields and other park amenities. A public library is located in the high school. The public has always shared these facilities with the high school. That was then, this is now. Since Columbine HS and other similar incidents, once open schools are now retreating inward. Protection of students seems the primary goal. Attitudes about the design of schools have been greatly affected and Sheridan High School has not been adapted to reflect these new ideas.

The community uses the facilities on the high school site extensively. They drive and walk thru the site to their various legitimate destinations mixing with students, teachers and administrators who become accustomed to walking with strangers. This situation is a characteristic that law enforcement and terrorist prevention officials abhor.

And who is this community? Even though the facilities at the SHS site attract a typically mature, active crowd, Sheridan itself is a high crime area. The incidence of vandalism and crimes against neighbors is disturbingly high. "Friends" may be just as dangerous as the faceless public. The crux of this issue for SHS is the location of the main office relative to the main entrance. A visitor passing thru the main entry doors (Photo #04) enters a large lobby with the security desk (Photo #05). Once checked-in, a visitor is likely headed to the main office. On the way to the main office, the visitor immediately passes the interior doors of the lobby into the Commons and disappears from the sight of security.

Once in the Commons, which is often filled with students, the visitor must find a pair of fire doors (Photo #07). Thru these doors (Photo #08) is the hall leading past the entrance to the main office. As if to further confuse, the main office entrance is recessed and not readily visible until one is almost upon it. THIS SITUATION MUST BE CORRECTED IMMEDIATELY!

The library is another matter of safety concern. Currently the library is located adjacent to the main entry with a separate exterior entrance for public access. For security reasons, students wishing to access the library must exit the school and re-enter thru the exterior library door. The library district has purchased land, and agreed to move from SHS. This agreement will leave the school library to function for students as it is intended.

Remodeling would also relocate the main office to a location in a portion of the library area adjacent to the main entry. This change would incorporate a security desk, occupied at all times, at the main entry. The existing lobby would function as a lockdown vestibule equipped with electric locks controlled by the receptionist. The newly remodeled lobby area would allow almost all visitors to be ushered directly to the appropriate administrator without venturing further into the school building.

A visitor to Sheridan School District told Superintendent Michael Clough "Your schools exude poverty". Except for the high school constructed in 1972, all the schools date prior to 1960. The aging of the buildings are apparent at all of the Sheridan Schools. The student population has steadily decreased over the past 10 years leaving 84% of students on free and reduced lunch and 10% from homeless families. The citizens of Sheridan want their community to return to its once competitive position amongst its much larger neighboring cities. They've shown their commitment by supporting a school bond issue and a \$96 million tax increment financing bond to commercially develop the River Point Center. They have leveraged their future as much as they can and they are now asking for help from the BEST Program.

Issue: Other

Deficiencies Associated with this Issue:

The deficiencies listed below focus on life safety deficiencies at Sheridan High School. The items are referenced to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303(1).

3.7. Facilities equipped with closed circuit video and keycard or keypad building access.

Sheridan High School (SHS) is not equipped with electric door locking capability at its main entry or at its faculty entrance on the west. Without this feature complimented by a "buzz in" capability, access restriction of "visitors" rests with the presence, physical or otherwise, of the person responsible for monitoring those who would enter the building.

3.8 An Event Alerting Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school for efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations

The telephone system is a vital component in the school's emergency notification system. The system throughout the District is outdated and repair parts are becoming increasingly difficult to obtain. The system lacks capabilities inherent in more modern systems. Inconsistent operation or periods of inoperability waiting for parts put the school's occupants at risk of not receiving warnings of impending natural or other

threats. The phone system is the only way to pass critical information from one school to another and/or to police, fire and other authorities in the event of duress or an emergency. It must be inherently reliable.

3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or via a video camera system. All other exterior entrances shall be locked and have controlled access. The main entrance walking traffic does not flow past the main office area and cannot be visibly monitored from the office either directly or via a video camera system. A video camera system would need to be able to monitor in real time every corridor in the school in order to overcome the fact that the main office is not only remote from the main entry, but the route between them provides several opportunities for a visitor to disappear around a corner.

The high school has numerous doors to the exterior as required for emergency egress. These exit doors are usually locked to prevent access from the outside. None of these exterior doors are electronically controlled or monitored.

3.18.9. Consider restricting vehicle access at school entrances with bollards or other means to restrict vehicles from driving through the entry into the school.

There are no bollards or other structural elements sufficient to prevent a vehicle from driving thru the main entry into either school.

4.12.4. Library/multimedia center (LMC) should be the heart of the school, providing a flexible space for students, staff, parents, and the community to read, write, meet, study, and research topics.

The library is located adjacent to the main entry with a separate entrance to be easily accessible to the public. Now, for security reasons, students must exit the school then re-enter thru the library door to use this critically important element of their education. It is not possible, because of the public presence, to open the library to be the academic heart of the school as it should.

Proposed Solution to Address the Deficiencies Listed Above:

The risk of an intruder taking advantage of the unfortunate location of the main office at Sheridan High School can be significantly reduced fairly simply and with a solution that improves the relationship between the student body and two of its major functions within the school. The main office needs to be adjacent to the main entrance so that persons entering the school can be effectively controlled. The library needs to be in the center of the classroom area of the building so that it can become the academic heart of the school. Shifting the library toward the center of the classroom wing, taking over the Community Room space creates enough area for the main office to move adjacent to the main entry incorporating the security desk and assuring its occupancy full time. The large lobby vestibule at the entry allows a direct connection with the main office such that the vast majority of visitors would never need to pass thru the interior vestibule doors and into the school itself. Almost all of the people a visitor would need to see would likely be housed in the main office.

To accommodate the shift of the main office, counseling would move forward and assume a position adjacent to the Commons which is very beneficial to its role in student life. The Community Room can then move across the hall and still be able to use the same exterior entrance doors. With the library now belonging solely to the school, it can easily be opened up visually and functionally to encourage unfettered student usage in an excellent location in the heart of the school.

The component of the emergency notification system that is a part of this project is to replace the existing outdated telephone system with a state-of-the-art voice over IP (VoIP) system. The system would provide

Securing the door locking capabilities will entail equipping the interior vestibule door at the main entry with keycard building access. This door lock will feature a “buzz-in” remote release device in the receptionist area as well as a card reading device and cards for every school employee.

The west door for faculty entry will also be equipped with electric door locking capability and a card reading device, but no buzzer. The remainder of all exterior doors in the school will be equipped with electronic monitoring devices that will transmit information regarding the open/closed status of each exterior door at the school to a central monitoring console. At a glance, a principal, custodian or security person can see if any doors are ajar and which ones those would be.

How Urgent is this Project:

URGENCY: Immediate. The timing of an event such as the Deer Creek Middle School shootings earlier this year cannot be predicted. They are as likely to happen a day from now as a decade from now. Opportunity is the only variable that can seem to be controlled. Removing the opportunity for an unsafe situation is the goal of the safety and security upgrades at Sheridan High School.

What is the Cost Associated with this Project:

\$1,083,275

How Does this Project Conform with the Construction Guidelines:

The project conforms to the Public Schools Construction Guidelines by the following:

The items below are referenced with brackets [] to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303(1).

The project conforms to the PSFCG by the following:

3.7. Facilities equipped with closed circuit video and keycard or keypad building access.

Sheridan High School has closed circuit video and a CareHawk intercom/security camera system. The proposed project would add keycard building access capability at two doors. One door, the main entry door would also have controlled access with the “buzz-in” remote release device in the large entry lobby/vestibule. The west entry door for faculty would have keycard building access capability only.

3.8 An Event Alerting Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school for efficient inter-school communications and communicate with local fire, police and medical agencies during

emergency situations

The existing telephone system is a vital component in the school district's Event Alerting or emergency notification system. The outdated and failing telephone system will be replaced with a state-of-the-art system designed to assure uninterrupted, efficient inter and intra-school communications with connections to local fire, police and medical agencies during emergency or other significant events.

3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or via a video camera system. All other exterior entrances shall be locked and have controlled access.

The exterior doors not covered by the keycard building access system will be provided with electronic door monitoring. Indication of opening will occur at a control console in the Main Office. Main entrance walking traffic will enter a large lobby designed to be a lock down-type vestibule. Check in procedures will occur with the receptionist in this vestibule and access to the main office personnel and their waiting areas would be directly from this vestibule. The keycard and lock will be located on the interior door of the vestibule leading into the Commons and the rest of the school. Few visitors would need to be buzzed thru these doors.

4.12.4. Library/multimedia center (LMC) should be the heart of the school, providing a flexible space for students, staff, parents, and the community to read, write, meet, study, and research topics.

With the library now belonging solely to the school, it can easily be opened up visually and functionally to encourage unfettered student usage in an excellent location.

How does the Applicant plan to Maintain this Project if it is Awarded:

The district's fiscal office in conjunction with the maintenance department is responsible for implementing and maintaining a comprehensive planned maintenance and capital renewal program. The program is to provide systematically for the maintenance of district-owned facilities, the renewal of infrastructure and facilities based upon subsystems' predictable lifecycles, and the long-term elimination of deferred maintenance.

Within the Sheridan School District #2, maintenance work shall be defined as the work necessary to keep all district-owned facilities in good repair and operating condition. This work includes maintaining, operating, and repairing utility systems. It also includes maintaining and repairing basic components of district buildings, and grounds. We have highly qualified maintenance employees on staff. They perform and provide all maintenance and upkeep on our facilities. These employees would care for our renovated facility in the same manner that is currently done. The staff has many years of experience and we have programs in place that attend to preventative maintenance, tracking labor and material costs, and facility usage needs.

Sheridan School District #2 has made a commitment to allocate \$17,000 annually to the capital renewal budget that will be established if the project is approved. This allocation has been approved by the board of education and is included in our proposed budget for the ensuing fiscal year beginning July1, 2010. The district will provide for maintenance and upkeep proposed within this application per BEST regulations. Once the renovation is complete and the affected area is operational, it will be included in our existing maintenance guidelines.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$17,000

CDE Comments:

Funded FTE Count:	1,442	Bonded Debt Approved:	\$12,865,000
Assessed Valuation:	\$152,418,590.00	Year Bonded Election Approved:	2006
PPAV:	\$105,736.10	Bonded Debt Failed:	
Bonded Debt:	\$21,040,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$30,483,718.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	69.02%	Median Household Income:**	\$16,045.00
Bond Capital Remaining:	\$9,443,718.00	Free or Reduced Lunch %:	81.90%
Existing Bond Mill Levy:	10.099	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$905,617.52	Affected Sq Ft:	16,344
Current Project Match:	\$285,984.48	Master Plan Complete:	Yes
Current Total Project Cost:	\$1,191,602.00	CDE Minimum Match Percent:	24
Previous Grant Awards:	\$0.00	Actual Match Provided:	24
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	53.92%
Future Matches:	\$0.00	CFI:	58.10%
Total for all Phases:	\$1,083,275.00	Inflation:	1

Cost Per Sq Ft: \$96.00
Cost Per Pupil: \$2,300.00

Davis- Bacon Wage Requirement: \$48,468

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Sheridan 2 - Sheridan HS - Emergency Notification and Door Lock Systems

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	108,352
Replacement Value:	\$28,216,985
Condition Budget:	\$15,213,679
Total FCI:	53.92%
Energy Budget:	\$0
Suitability Budget:	\$1,167,200
Total RSLI:	36%
Total CFI:	58.1%
Condition Score:	2.30
Energy Score: (20%)	3.50
Suitability Score: (40%)	4.63
School Score:	3.47



Q#168- telephone system is digital, its components are in good condition and has a good performance. Rated a 4.0

Sheridan 2 - Sheridan MS - Emergency Notification and Door Lock Systems

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	68,156
Replacement Value:	\$18,064,403
Condition Budget:	\$5,061,079
Total FCI:	28.02%
Energy Budget:	\$23,855
Suitability Budget:	\$6,705,800
Total RSLI:	41%
Total CFI:	65.3%
Condition Score:	3.60
Energy Score: (0%)	2.25
Suitability Score: (40%)	3.37
School Score:	3.51



Q#168- Telephone system is digital, its components are new and has an excellent performance. Rated a 5.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Sheridan 2 - Ft. Logan ES - Emergency Notification and Door Lock Systems

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	44,254
Replacement Value:	\$10,115,962
Condition Budget:	\$2,158,006
Total FCI:	21.33%
Energy Budget:	\$15,489
Suitability Budget:	\$2,687,900
Total RSLI:	47%
Total CFI:	48.1%
Condition Score:	3.93
Energy Score: (0%)	2.25
Suitability Score: (40%)	3.68
School Score:	3.83



Q#168- telephone system is digital, its components are in good condition and has a good performance. Rated a 4.0

Sheridan 2 - Alice Terry ES - Emergency Notification and Door Lock Systems

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	46,225
Replacement Value:	\$10,508,019
Condition Budget:	\$1,533,251
Total FCI:	14.59%
Energy Budget:	\$0
Suitability Budget:	\$2,582,500
Total RSLI:	57%
Total CFI:	39.2%
Condition Score:	4.27
Energy Score: (20%)	3.25
Suitability Score: (40%)	3.67
School Score:	3.83



Q#168- telephone system is digital, its components are in good condition and has a good performance. Rated a 4.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Sheridan 2 – Early Child Center -Emergency Notification and Door Lock Systems

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	23,745
Replacement Value:	\$5,401,268
Condition Budget:	\$902,539
Total FCI:	16.71%
Energy Budget:	\$8,311
Suitability Budget:	\$307,200
Total RSLI:	35%
Total CFI:	22.6%
Condition Score:	4.16
Energy Score: (20%)	1.00
Suitability Score: (40%)	4.36
School Score:	3.61



Q#168- telephone system is digital, its components are in good condition and has a good performance. Rated a 4.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: SHERIDAN 2

Project Rank: 1.90

County: ARAPAHOE

Applicant Priority #: 4

Project Title: Security Camera, Intercom, Access Control at Multiple Locations

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Emergency Notification and Door Control Systems | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Without a functioning phone system emergency responders are blind. And hard working teachers and staff could be oblivious to dangers apparent to others outside of their room. When it is time to upgrade or replace a school district's telephone system, it is not the time to try to make do. In 2002 Sheridan School District bought a phone system from Cherry Creek School District that they installed in 1988. Sheridan now has a 22 year old phone system. They are at the point they must do something positive about their phone system. Stories about phones being out in one of the Admin mobiles and the surprise to find a police officer upon responding to knocking on the door may be funny, but finding someone with ulterior motives on the other side of the door would likely have been far from funny. It is not unusual for one of the "neighbors" from the adjacent Ft. Logan Mental Hospital to wander thru school grounds.

The telephone system employed by Sheridan School District is woefully outdated and repair parts are becoming increasingly difficult to obtain. The system lacks capabilities inherent in more modern systems. Inconsistent operation or periods of inoperability waiting for parts put the school's occupants at risk of not receiving warnings of impending natural or other threats. The phone system is the only positive way to pass critical information from one school to another and/or to police, fire and other authorities in the event of duress or an emergency. It must be inherently reliable.

Just like a telephone system is the critical link for emergency communication, so is electronic lock control of school entrances. Most emergencies can be avoided or their consequences reduced with prompt, decisive action. Electronic door locks provide that capability with the push of a button. Or not pushing the button. Properly arranged at a school's main entrance and near the hands of the person charged with determining admittance, the lock control button removes the need for physical restraint of one intent on getting inside where they may not belong. Adding a provision for card reader filters entry to those authorized and reduces the need for verification of each person approaching the door. Adding the electric lock/card reader component to the faculty's entrance and providing monitoring capability on all the other exterior doors gives a school an opening security system that is completely automated. Custodians or security personnel no longer need to "make the rounds" to be sure every door is secure. The status of every door can be indicated on a single control panel.

A visitor to Sheridan School District told Superintendent Michael Clough "Your schools exude poverty". Except for the high school constructed in 1972, all the schools date prior to 1960 and they look and act like it. Parents in the District seem to agree as the student population has steadily decreased over the past 10 years leaving 84% of students on free and reduced lunch and 10% from homeless families. The citizens of Sheridan want their community to return to its once competitive position amongst its much larger neighboring cities. They've shown their commitment by supporting a school bond issue and a \$96 million tax increment financing bond to commercially develop the River Point Center. They've leveraged their future all they can and are now asking for help from the BEST program before the next visitor from the mental hospital wanders through the school grounds.

Issue: Other

Deficiencies Associated with this Issue:

The deficiencies listed below focus on emergency notification and door control systems district wide at Sheridan School District. The items are referenced to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303(1).

3.7. Facilities equipped with closed circuit video and keycard or keypad building access.

In all of Sheridan School District, only one door at the middle school, the main entry door, is equipped with electric door locking capability. None of the doors at the remaining four schools have this essential safety feature. Without this feature complimented by a "buzz in" capability, access restriction of "visitors" rests with the presence, physical or otherwise, of the person responsible for monitoring those who would enter the building. The effectiveness of the monitoring person's ability to assess motive and thereby restrict or allow passage as well as their persuasive powers are all that keep those who shouldn't be in the school, out of the school. The presence of a lock that takes special effort to open by the monitoring person is a most effective tool in the arsenal.

3.8 An Event Alerting Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school for efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations

The telephone system is a vital component in the school district's emergency notification system. The system throughout Sheridan School District is 22 years old and repair parts are becoming increasingly difficult to obtain. The system lacks capabilities inherent in more modern systems. Inconsistent operation or periods of inoperability waiting for parts put the school's occupants at risk of not receiving warnings of impending natural or other threats. The phone system is the only way to pass critical information from one school to another and/or to police, fire and other authorities in the event of duress or an emergency. It must be inherently reliable.

3.9. All other exterior entrances shall be locked and have controlled access.

Almost every elementary school classroom in the District has a door to the exterior. The middle school and high school do not have many doors from classrooms to the exterior but have numerous doors to the exterior as required for emergency egress. These exit doors are usually locked to prevent access from the outside. Classroom doors are rarely locked and if they are, one often finds stones or other devices keeping the door from latching so that teachers can go in and out of the door with ease. None of these exterior doors are electronically controlled or monitored. Even though each classroom in the District except at ECC is equipped with a security camera as part of the CareHawk classroom security system, the cameras can only be turned on by a teacher in the room or by the principal if an intruder is suspected. An intruder passing after hours thru one of the exterior classroom doors propped open would not be detected in the building by the CareHawk or any other system in the building.

Proposed Solution to Address the Deficiencies Listed Above:

The telephone system will use Voice over Internet Protocol (VoIP) which describes the transmission technology for delivery of voice communications over Internet Protocol (IP) networks such as the Internet or Ethernet computer data networks.

The Sheridan VoIP system would include new handset stations in all rooms, connected via the wall data outlets which are connected to the wiring closets via the building network wiring system. Network switches carry the voice traffic to a specialized VoIP server in the District's computer center via fiber-optic cable. The VoIP server handles all call switching, voice messaging storage, facsimile, and connections to all outside phone systems via the Public Switched Telephone Network (PSTN). All inbound and outbound calls to and from the District are handled by the Qwest, the current telephone service provider for Sheridan School District.

How Urgent is this Project:

URGENCY: Immediate. The timing of an event such as the Deer Creek Middle School shootings earlier this year cannot be predicted. Such events are as likely to happen a day from now as a decade from now. Opportunity is the only variable that can seem to be controlled. Removing or at least lessening the opportunity for an unsafe situation is the goal of the emergency notification and door lock systems project for Sheridan Schools.

Using the Deer Creek incident as an example, certainly the ability to warn school occupants of the events transpiring through a comprehensive, reliable, phone communication system would be a critical piece in preventing students or teachers from walking into an ongoing event.

If the main entrance to Deer Creek were configured with a lock down-capable vestibule would this apparently "friendly" gentleman have been allowed to circulate through the school prior to the shootings? Such a vestibule with "buzz in" capability requires the person monitoring visitors to take a positive action to allow someone to enter the building rather than just let them walk on in.

Failing entry through the front door, might the Deer Creek shooter have tried other exterior doors? Monitoring capabilities such as that proposed in this project would have indicated whether any exterior door was open or ajar.

Having the capability to communicate effectively and prevent unauthorized entry would lessen the chance someone could be hurt in a Deer Creek-like situation. Not having that capability would require fate/luck to assume the leadership role in preventing injury or worse.

What is the Cost Associated with this Project:

\$776,605

How Does this Project Conform with the Construction Guidelines:

The items below are referenced with brackets [] to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303(1).

The project conforms to the PSFCG by the following:

3.7. Facilities equipped with closed circuit video and keycard or keypad building access.

Sheridan School District has closed circuit video and a CareHawk intercom/security camera system at all their schools except the Early Childhood Center. The proposed project would add keycard building access capability to each school at two doors. One door, the main entry door would also have controlled access with the "buzz-in" remote release device in the receptionist area.

3.8 An Event Alerting Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school for efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations

The existing telephone system is a vital component in the school district's Event Alerting or emergency notification system. The 22 year old telephone system is failing will be replaced in all school buildings with a state-of-the-art system designed to assure uninterrupted, efficient inter and intra-school communications with connections to local fire, police and medical agencies during emergency or other significant events.

3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or via a video camera system. All other exterior entrances shall be locked and have controlled access. Interior classroom doors shall have locking hardware for lock downs and may have door sidelights or door vision glass that allow line of sight into the corridors during emergencies.

The exterior doors not covered by the keycard building access system will be provided with electronic door monitoring. These doors are intended to remain locked at all times and only opened from the inside by authorized personnel. A person wishing to enter at one of these doors will be required to go to the main entrance for check-in and verification of purpose. Indication of opening will occur at a control console in the Main Office. Interior classroom doors do have locking hardware for lock downs, door sidelights or door vision glass that allow line of sight into the corridors during emergencies.

How does the Applicant plan to Maintain this Project if it is Awarded:

The district's fiscal office in cooperation with the maintenance and technology departments is responsible for implementing and maintaining a

comprehensive planned maintenance and capital renewal program. The program is to provide systematically for the maintenance of district-owned facilities and equipment, the renewal of infrastructure and facilities based upon subsystems' predictable lifecycles, and the long-term elimination of deferred maintenance.

Within the Sheridan School District #2, maintenance work shall be defined as the work necessary to keep all district-owned facilities in good repair and operating condition. This work includes maintaining, operating, and repairing utility systems. It also includes maintaining and repairing basic components of district buildings. We have highly qualified employees on staff. They perform and provide all maintenance and upkeep on our facilities and technology equipment. These employees would care for our keyless entry and phone systems. The staff has many years of experience.

Sheridan School District #2 has made a commitment to allocate \$25,000 annually to the capital renewal budget that will be established if the project is approved. This allocation has been approved by the board of education and is included in our proposed budget for the ensuing fiscal year beginning July1, 2010. The district will provide for maintenance and upkeep proposed within this application per BEST regulations. Once the new systems are installed and operational, it will be included in our existing maintenance and technology guidelines.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$25,000

CDE Comments:

Funded FTE Count:	1,442	Bonded Debt Approved:	\$12,865,000
Assessed Valuation:	\$152,418,590.00	Year Bonded Election Approved:	2006
PPAV:	\$105,736.10	Bonded Debt Failed:	
Bonded Debt:	\$21,040,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$30,483,718.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	69.02%	Median Household Income:**	\$16,045.00
Bond Capital Remaining:	\$9,443,718.00	Free or Reduced Lunch %:	81.90%
Existing Bond Mill Levy:	10.099	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$649,241.40	Affected Sq Ft:	290,732
Current Project Match:	\$205,023.60	Master Plan Complete:	Yes
Current Total Project Cost:	\$854,265.00	CDE Minimum Match Percent:	24
Previous Grant Awards:	\$0.00	Actual Match Provided:	24
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	26.91%
Future Matches:	\$0.00	CFI:	46.66%
Total for all Phases:	\$776,605.00	Inflation:	1
Cost Per Sq Ft:	\$2.00	Davis- Bacon Wage Requirement:	\$39,205
Cost Per Pupil:	\$485.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Harrison 2 – Gorman Ed Ctr/New Horizons/Adult Literacy – Intercom System

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	99,250
Replacement Value:	\$28,208,435
Condition Budget:	\$7,317,247
Total FCI:	25.94%
Energy Budget:	\$34,738
Suitability Budget:	\$4,427,900
Total RSLI:	34%
Total CFI:	41.8%
Condition Score:	3.70
Energy Score: (20%)	2.80
Suitability Score: (40%)	4.16
School Score:	3.71



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: HARRISON 2

Project Rank: 1.90

County: EL PASO

Applicant Priority #: 3

Project Title: Ed Center/Alternative HS Intercom System

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Intercom (EAN) system installation | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The Gorman Education Center was originally built as a high school in 1952, converted to a middle school in 1966 and subsequently converted to its current use in 2005. It is currently a mixed use facility housing the District alternative high school (New Horizons day and night schools), the District Opportunity School (school of assignment for habitually disruptive and defiant students), the District Challenger School (expelled kids), adult and family education, SPED, C&I, ELL, Student Services, and the science center. When it was remodeled in 2004/5, the type and number of kids being served was defined as alternative and adult students with approximately 250 students. The District created the Challenger School in 2006 to serve approximately 20 expelled students at a time. The District created the Opportunity School of assignment for 20 habitually disruptive students in Gorman in 2007. This created a fourth "school" within the building along with the alternative high school, the Challenger school (for expelled students) and adult and family education (which has adult learners and children of adult learners). As currently configured, the Gorman Education Center serves a diverse population of students and staff. The New Horizons Alternative High School serves 140 day students and 50 night students in a non-traditional setting, 73% receiving free and reduced meal benefits. The Opportunity School serves 40 habitually disruptive and defiant high school students, 97% receiving free and reduced meal benefits. The Challenger School serves 30 expelled high school students at any one time, 75% receiving free and reduced meal benefits. The Adult and Family Education program serves approximately 150 adult learners and their associated children in day and night programs, 17% receiving free and reduced meal benefits. Next year, the District is planning to add a Transitional program for students who have been previously served in a residential or day treatment program. The School Facility Assessment Report scored the school with a 25.9% facility condition index, but did not address the lack of an intercom in the building. The installation of an intercom will directly and significantly improve the health and safety in the building by allowing immediate communications in the building in times of emergency and allowing efficient and effective administration throughout the building on a daily basis. The District is pursuing a BEST grant for installation of an intercom to improve the health, safety and security of the staff and students in the building. The District recently remodeled the Gorman Education Center and has no plans to close or replace it and expects to maintain the building for the foreseeable future.

Issue: Other

Deficiencies Associated with this Issue:

The Gorman Education Center was remodeled in 2005 with plans to house District administrative staff and the New Horizons Alternative High School and the District Adult and Family Education program. The original remodel called for removal of the existing intercom that was in poor condition and did not replace the intercom due to the limited number of students projected to occupy the building and the proposed programming in the building. Since the remodel, the district has added two schools that serve expelled and habitually disruptive students. The sizes of all the schools in the building have increased significantly. The increase in programs and students and the increasingly disruptive population served has created a need for an intercom system for cases of lockdowns or security issues. The recent violence in schools, coupled with the programming changes and student growth, has led to the need for an intercom. Currently, without an intercom system, lockdowns require runners to go throughout the building to try to initiate the lockdown. Teachers are not able to call in emergencies and response times are very slow. Teachers have to send a runner to the office and the office has to send runners to the other classrooms and administrative areas to communicate during an emergency. The District has tried to resolve this issue with radios and phone systems, but the result has been unsatisfactory. The District has also assigned extra security staff to the building in an attempt to reduce response times during emergencies. The various schools have gone to lockdown numerous times in the last few months and the rest of the building has failed to be notified or to respond. This places all occupants of the building in jeopardy during potential crisis situations.

Proposed Solution to Address the Deficiencies Listed Above:

The proposed project to resolve this situation is to install a new intercom system throughout the building. The system will be a Bogen Multicom 2000 Inercom system, or equivalent, with 102 classroom stations (speaker and call button) and a 120 station Multicom. It will include outside horns, 135 speakers, 3 amplifiers and 3 administrative phones. The 3 administrative phones will allow the system to be operated from the alternative school, adult and family education, and student services (security). The system will allow each classroom to call in emergencies and to receive emergency announcements. The system will complement the existing phones throughout the building. The system will ensure that a lockdown will be announced throughout the building and that the proper response actions will be taken. The District went to 3 vendors for design proposals and cost estimates. The District received two proposals which varied greatly in scope of work and system capability. The District chose the lowest proposal, which was for \$77,800.

How Urgent is this Project:

The District considers the installation of an intercom in the Gorman Education center to be extremely urgent. There have been numerous fights and incidents in the building that have placed students and staff in unsafe situations. The lack of an intercom significantly reduces the administrative effectiveness throughout the building, especially during crisis situations.

What is the Cost Associated with this Project:

\$90,580

How Does this Project Conform with the Construction Guidelines:

The Gorman Education Center intercom project conforms to 1CCR 303(1) section 3.8 “ an Event Alerting and Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school to provide efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations.” The building, and the schools within, does not have an intercom system. This project falls under section One of 1 CCR 303(1) to promote safe and healthy facilities.

How does the Applicant plan to Maintain this Project if it is Awarded:

The District plan for maintaining this project is through the use of the District Capital Reserve program. The District allocates funds on an annual basis to maintain Intercom/clock systems throughout the schools.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$0

CDE Comments:

THIS PROJECT WAS APPLIED FOR AND NOT RECOMMENDED FOR AWARD PREVIOUSLY.

Funded FTE Count:	9,848	Bonded Debt Approved:	\$60,000,000
Assessed Valuation:	\$581,359,530.00	Year Bonded Election Approved:	2001
PPAV:	\$59,030.26	Bonded Debt Failed:	
Bonded Debt:	\$73,780,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$116,271,906.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	63.45%	Median Household Income:**	\$16,081.00
Bond Capital Remaining:	\$42,491,906.00	Free or Reduced Lunch %:	68.80%
Existing Bond Mill Levy:	12.5	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$79,710.40	Affected Sq Ft:	99,250
Current Project Match:	\$19,927.60	Master Plan Complete:	Yes
Current Total Project Cost:	\$99,638.00	CDE Minimum Match Percent:	16
Previous Grant Awards:	\$0.00	Actual Match Provided:	20
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	25.94%
Future Matches:	\$0.00	CFI:	41.80%
Total for all Phases:	\$90,580.00	Inflation:	0
Cost Per Sq Ft:	\$1.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$221.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Florence Re-2 – Penrose Elementary School – Renovation

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	76,437
Replacement Value:	\$17,975,196
Condition Budget:	\$6,815,109
Total FCI:	37.91%
Energy Budget:	\$26,753
Suitability Budget:	\$4,461,200
Total RSLI:	30%
Total CFI:	62.9%
Condition Score:	3.10
Energy Score: (20%)	2.25
Suitability Score: (40%)	3.90
School Score:	3.25



**Q#120- Strong odor in some areas (sewer lines are beyond their expected life)
Rated a 2.0**

Q#82- This school meets some of the following requirements for the physically challenged: lever actuated door hardware, ADA signage, dual level drinking fountains, ADA compliant restrooms or locker room; access ramps, compliant handrails and guardrails, accessible parking. Rated a 3.0

Q#102.2- Many serious cracks or other areas of failure (this pertains to the exterior walls) Rated a 2.0

Q#34- Yes, the water mostly drains away from the building. Rated a 3.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: FLORENCE RE-2

Project Rank: 1.90

County: FREMONT

Applicant Priority #: 2

Project Title: ES Misc Renovations-HVAC, Restrooms, ADA, Tuck pointing and Water Infiltration

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input checked="" type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Historic - Built 1918 | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The historic portion of Penrose Elementary School evaluated for this assessment has approximately 12 classrooms and contains 17,000 square feet. It is not currently in use by the district. It was most recently the middle school for Penrose, which has moved to the Middle School in Florence. The historic building is a single story with a garden level and steeply pitched roof. The building is currently attached to the other additions via a brick masonry connection built in 1963. The first addition (1963) is concrete, CMU and brick. It contains a gym, cafeteria and some classrooms. The later addition (2004) is CMU and steel construction. It contains a computer lab, a library, 14 elementary classrooms, a central group learning atrium, and an administrative suite. The newest portion of the building is up to code, is ADA accessible, and educationally adequate.

The district is requesting a cash grant for the Penrose facility in order to make some necessary improvements to the 1963 portion of the school, as well as to take appropriate measures to preserve and make safe the abandoned historic school building. Desired improvements to the older addition include mechanical, electrical and plumbing upgrades to the systems at the kitchen and adjacent classroom wing, upgrades to some kitchen equipment for function and energy-efficiency, and upgrades of the 1963 restrooms to meet ADA accessibility. The requested grant would also cover full mothballing of the historic building and its separation from the current school. Future uses and restoration would not be part of the grant funding scope. The grant would also cover some building commissioning in the latest addition in order to improve indoor air quality and thermal comfort.

Issue: Water Systems

Deficiencies Associated with this Issue:

The sewer line connecting the kitchen to the main on the east side of the building requires repair or replacement in some areas and should be addressed during this portion of the work. Floor drains at the kitchen sinks are not constructed properly and do not meet health code requirements. The suitability of the grease interceptor should be determined following further investigation.

Proposed Solution to Address the Deficiencies Listed Above:

The wastewater system as it relates to the kitchen area should be repaired or replaced. The plumbing fixtures, floor drains and kitchen equipment should be replaced selectively as required to meet health codes. This will require demolition through the classroom wing to the east and out to the main line connection east of the building.

How Urgent is this Project:

The sewer lines are currently failing and the plumbing fixtures are consistently tagged by the health inspector. Replacement of the system in this area is advisable immediately.

What is the Cost Associated with this Project:

\$30,000

Issue: Handicapped Accessibility ADA

Deficiencies Associated with this Issue:

Penrose Elementary School is a single-story building, although it is divided between two major floor elevation levels connected by interior ramps and stairs with lifts. The newer construction is located in the southern portion of the building. The restrooms and locker rooms in the northern portion of the building (north of the grade change) are not ADA-compliant. Interior door hardware is only ADA-compliant in the latest addition.

Proposed Solution to Address the Deficiencies Listed Above:

The restrooms and locker rooms at the northern portion of the building (above the stair lift) require upgrades for ADA compliance as does the door hardware in areas other than the southern administration and classroom addition. Improvements to the 1968 Portion of Penrose elementary School should include upgrading the restroom areas to ADA-compliance. These upgrades would include low-flow fixture upgrades and automated sensor valves and faucets.

How Urgent is this Project:

The northern portions of the building do not currently meet ADA accessibility standards and should be upgraded.

What is the Cost Associated with this Project:

\$75,000

Issue: HVAC

Deficiencies Associated with this Issue:

The building is served by gas fired boilers with preheat coils in the air handlers and reheat coils in the ductwork with chilled water coils serving all rooms in the new addition with two pumps for each system. The 1963 portion of the school is heating only with unit ventilators and baseboard radiation.

The new addition is currently served by hot water preheat coils and chilled water coils in the rooftop units and reheat coils in the VAV ductwork to each classroom.

The 1963 portion of the building has baseboard and unit ventilators in all classrooms. The unit ventilators cause severe acoustical problems. All heating water supply and return piping is un-insulated in the 1963 portion of the building.

Evaporative cooling in the kitchen area. Some cooling provided by a window-mounted ac unit.

The temperature controls are the original pneumatic controls in the 1963 portion and DDC in the new additions. The new addition is having cooling control issues.

Proposed Solution to Address the Deficiencies Listed Above:

Immediate needs in the kitchen and cafeteria areas require the replacement of the current HVAC systems (RTU's). Both this area and the classroom wing to the north will require the systems replacement. A system which has the capacity to cool and ventilate the kitchen more efficiently will be installed.

How Urgent is this Project:

The replacement of the kitchen and the classroom wing HVAC systems (currently linked) will make both areas fully usable. By upgrading the classroom system, the relocation of the preschool program from the modular classrooms to the main building becomes feasible. It is advisable to eliminate the modulars immediately.

What is the Cost Associated with this Project:

\$94,000

Issue: Other

Deficiencies Associated with this Issue:

The building requires 100 percent repointing with appropriate mortar. The building's roofing, drainage and wood fascia trim are all in poor condition. Wood shingles at the dormer and exposed wood rafter ends are typically in fair condition. Minor epoxy repairs, consolidation and appropriate preparation and painting will preserve these original historic materials. In addition to being an access point to an abandoned building, the 1968 connector disrupts the original roof drainage for the historic structure. Drainage rerouted to avoid the connector has the potential to cause deterioration and damage to all the surrounding structures.

Proposed Solution to Address the Deficiencies Listed Above:

The historic Penrose School building is currently vacant, and has been since the middle school moved out to the Florence High School building in the 2006-2007 school year. The master plan proposes to immediately mothball the existing building and preserve until a time when an appropriate use can be determined for restoring the building. A recommendation of this portion of the assessment is to eliminate the interior connection between the historic school and the 1960s construction. This connection has caused damage, modified the drainage of the historic school and will serve no apparent purpose in the reuse of the structure. As part of efforts to preserve the historic building, it is recommended that the district demolish the connecting portion of building between it and the gymnasium. To secure and disconnect the building, which is not in use, will reduce or prevent student access and restore proper drainage to the older roof area.

How Urgent is this Project:

The abandoned building is currently a safety hazard because of relative accessibility by students and the public. The deterioration of the roof, the unpainted eaves and wood structure will accelerate over the course of one to two years. It is advisable to fully mothball the building immediately in order to prevent further deterioration and dangerous conditions, such as mold or structural problems.

What is the Cost Associated with this Project:

\$40,000

How Does this Project Conform with the Construction Guidelines:

CONSTRUCTION GUIDELINE CONFORMITY

The project is currently out of conformance with multiple Facility Construction Guidelines put forth by CDE. The most critical non-conformities have been analyzed and addressed by the scope of work in the grant proposal as follows:

“3.2. A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building...”

The roofing should be replaced at the historic building which has the most urgent need. Roofing with prevent further deterioration and safety hazards at the abandoned building.

“3.11. A safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55...”

The kitchen area is currently cooled only by an electric window unit. Rooftop units for ventilation of the kitchen area, and for conditioning of the nearby classroom wing to the east, are not functioning properly. The HVAC system in this area should be replaced.

“3.17. A facility that complies with the American Disabilities Act (ADA) providing accessibility to physically disabled persons.”

The restrooms in the northern portion of the building are not ADA accessible. Part of the requested cash grant would be used to upgrade the restrooms in this area of the building.

“4.8. Elementary, middle, high, and PK-12 buildings ...are located in permanent Buildings...Each facility should have the potential, or be planned for, expansion of services for the benefit of the students for programs such as full-day kindergarten and preschool...”

The current preschool program is located in modular classroom buildings to the north of the main school. The proposed HVAC system and restroom improvements would allow the school to relocate the preschool program inot the main building. Due to the vacation of the middle school portion of this school to Florence, there is space for Preschool to move in if the facilities are brought up to CDE standards.

“5.1.3. Facilities that reduce demand on municipal infrastructure by... reducing water consumption...”

The proposed plumbing fixture upgrades at the school restrooms will address this requirement with modern low-flow fixtures and electronic sensor devices.

“5.1.18. Commission mechanical systems at completion of construction and retro-commission every five years...”

The requested cash grant would include funds to commission the HVAC at the newer addition to the building (built in 2005.) There are numerous and consistent complaints about thermal comfort in these spaces. Additionally, maintenance is having trouble adjusting the RTU equipment properly.

How does the Applicant plan to Maintain this Project if it is Awarded:

Penrose Elementary School

Over the last three years, approximately 2% of the General Fund Budget has been expended on the maintenance of facilities in the District. Of the \$175,000 spent annually, an average of \$27,000 is spent maintaining Penrose Elementary School. Included in this cost is \$6,500 (23%) in preventative maintenance contracts with vendors to service and maintain our systems (boiler, HVAC, fire alarm, etc). There are other costs associated with preventative maintenance systems. These costs would include filters and valves, and the preventative maintenance is provided by our maintenance department.

Penrose Elementary School has been updated, renovated, and added onto over the years. This project would make improvements to the section of the school that is almost 50 years old. We are currently servicing and maintaining that section and it requires a lot of attention due to the age of the systems/facility. We realize that we will see savings from having new, more efficient systems and infrastructure, and plan to use that savings to increase the preventative maintenance aspect. We fundamentally believe that a preventative maintenance program is far more cost effective from a labor, parts, and efficiency perspective. We typically spend approximately \$7,000 / year on preventative maintenance contracts for our newer facilities and systems. We forecast that we would not have to increase our preventative maintenance contract expenditures significantly to continue to properly service our systems in Penrose. We would be able to consolidate our preventative maintenance service agreements for the entire Penrose Elementary School without adding significant costs. However, we believe that the savings seen by the improvements of the projects will surpass that amount, so if that amount needed to be increased in order to maintain the systems, we could easily increase the amount spent on preventative maintenance.

In addition to the General Fund expenditures, we have also spent \$50,000 on the Penrose Elementary facility in the past three years out of our Capital Reserve Fund. We normally transfer approximately \$300,000 to our Capital Reserve Fund each year. This money is used for expenditures to repair, upgrade, and improve our facilities, transportation fleet, etc. When the project is completed, we will continue to transfer the money into the Capital Reserve Fund and 8% (\$25,000) of the money would be set-aside for the continued preventative maintenance and/or repair and replacement of systems and infrastructure for Penrose Elementary School.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$25,000

CDE Comments:

Funded FTE Count:	1,600	Bonded Debt Approved:	\$22,000,000
Assessed Valuation:	\$164,796,220.00	Year Bonded Election Approved:	2003
PPAV:	\$103,029.83	Bonded Debt Failed:	
Bonded Debt:	\$20,115,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$32,959,244.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	61.03%	Median Household Income:**	\$16,953.00
Bond Capital Remaining:	\$12,844,244.00	Free or Reduced Lunch %:	45.25%
Existing Bond Mill Levy:	11.65	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

Current Grant Request:	\$624,249.56	Affected Sq Ft:	76,437
Current Project Match:	\$197,131.44	Master Plan Complete:	Yes
Current Total Project Cost:	\$821,381.00	CDE Minimum Match Percent:	36
Previous Grant Awards:	\$0.00	Actual Match Provided:	24
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	37.91%
Future Matches:	\$0.00	CFI:	62.90%
Total for all Phases:	\$746,710.00	Inflation:	6
Cost Per Sq Ft:	\$9.00	Davis- Bacon Wage Requirement:	\$13,404
Cost Per Pupil:	\$3,320.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Marble Charter School – MCS Expansion Project

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	2,000
Replacement Value:	\$498,390
Condition Budget:	\$207,884
Total FCI:	41.71%
Energy Budget:	\$700
Suitability Budget:	\$438,900
Total RSLI:	20%
Total CFI:	130%
Condition Score:	2.91
Energy Score: (20%)	0.85
Suitability Score: (40%)	1.69
School Score:	2.01



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: MARBLE CHARTER SCHOOL

Project Rank: 1.90

County: GUNNISON

Applicant Priority #: 1

Project Title: Enclosed Connecting Walkway Between 2 Buildings

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Marble enjoyed a community district public school from the 1900's until 1950. After 1950 students were bused to the next largest nearby community, thirty miles away in Carbondale. With the passing of the 1993 Colorado Charter School Act, Marble was able to re-open it's community school in 1995. We are a charter based on the geographic isolation from our school district, as the nearest school district site is over a three hour drive away.

Originally the Marble Charter School operated in two renovated classrooms within the original 1910 historic schoolhouse. As the school population grew, this space became grossly inadequate from overcrowding, lack of electrical outlets, too many grade levels/classroom, lack of space for SPED instruction among other problems. Plans began in 2003 for an addition on neighboring land. Identified needs included a third classroom, preschool space, an activity room (classroom, cafeteria, assembly), kitchen, administrative & nursing space, storage, art & science classrooms, a computer room, restrooms, an athletic field and improved playground facilities. By 2006 we had completed community brainstorming sessions, staff space analysis and a Master Facility Plan with our architect. A community meeting was held in 2006 for all to review our plans. Due to the pressing need for space, we began as a phased process as we lacked funding for the entire project. Phase I was a modular preschool building, Phase II was the main addition including our activity room, third classroom, office and restrooms. Phase III will be finishing our basement (art, science, and computer classrooms), along with the covered walkway connecting the historic building with the new. Phase IV will be our athletic field and playground improvements.

Extensive fundraising efforts began in 2006 and are still ongoing. We continue to solicit private donations, and have hosted numerous fundraising events, written grant proposals and participated in the Gunnison Watershed School District 2008 Bond Proposal. Many of the contributions we've received have been incredibly heartwarming, from students donating birthday money, to community members of limited means making generous gifts, to in-kind donations of labor. We have successfully raised 89% of the funds needed to complete this through phase III of this project and are applying for the remaining 11% for Phase III from the state BEST funding.

The phase III portions of this project include a secure, covered ADA-compliant walkway connecting our two facilities, an ADA compliant lift, and finishing the two basement classrooms. Throughout this project we have stressed thrift and efficiency. Spaces are designed to be used for multiple purposes to maximize efficient usage of space. For instance, the main office is also the nursing station and teacher workroom. Our activity room is used for: grade-specific pull-out during the day, a lunchroom, indoor recess and physical education, all-school meetings, after-school programs, theatricals, and community events. We've decided to apply to BEST for some of our most pressing needs in phase III that address security and ADA compliance, and we're continuing to fundraise for phase IV, our athletic field and playground equipment.

In designing Phase III, we have looked at economy in every way. For example, in finishing our two classrooms we plan on only painting the concrete floor rather than installing flooring, and leaving the exposed ceiling with pipes showing rather than installing a drop ceiling. Trying to design for the most basic needs reduces our price and hence the size of this proposal.

Issue: Security

Deficiencies Associated with this Issue:

We are currently operating in two separate buildings: the historic schoolhouse and the new addition. The area is not fenced and students routinely walk outside between buildings to attend different classes, or go to lunch, the office, and after-school programs. This makes staff supervision of students very challenging, and frequently students are not in a locked area. Between the many loose dogs in our area, stranger danger, parental custodial disputes, and wildlife, there are many risks our students are exposed to when they go between buildings. Our school grounds are not fenced. Students traveling between buildings frequently have to pass stray dogs, a regular occurrence in our very rural area. Since we are surrounded on three sides by National Forest, wildlife abounds. We regularly have bears and foxes visiting to scrounge for any leftovers the students may have dropped from their lunchboxes. We have 2-3 cougar sightings near school each year. The area between the two school buildings also have the hazard of snow or ice sliding off the roofs. This is not a minor hazard as the historic schoolhouse is over 35 feet with metal roofs. A photo is attached showing this problem. The lack of a breezeway is very energy inefficient as doors to the outside are constantly being opened.

It is very difficult to keep a locked building with secure access with a constant flow of traffic between buildings. A secure connecting walkway has always been in the plans for our expansion, however we lack the funds to make this needed component a reality.

In addition to the critical security issue, the lack of a breezeway is very energy inefficient. As students and staff are constantly traveling back and forth between buildings, doors to the outside are constantly opened.

Proposed Solution to Address the Deficiencies Listed Above:

By building a secure connecting walkway between the two buildings, student safety and security will be vastly increased. Students will be able to travel to and from different classes and common areas without leaving the security of our buildings, avoiding hazards and dangers that exist in the unfenced spaces outside our doors. The breezeway is designed to meet school code with panic bars on doors, and lockable exterior doors. The breezeway will allow us to keep all doors locked as recommended to protect student safety. Then students in a covered secure breezeway have a safe way to access all areas of their school. Another important benefit of the breezeway is the savings in utility expenditures that would

come from reducing the constant opening of outside doors.

How Urgent is this Project:

Currently students traveling between buildings are exposed to loose dogs, wildlife, falling ice and snow, sub-zero temperatures, and stranger danger.

What is the Cost Associated with this Project:

\$101,813

Issue: Handicapped Accessibility ADA

Deficiencies Associated with this Issue:

In order to complete our building and be ADA compliant, we need a platform lift for students or building guests who cannot use stairs. Currently, the only access to the lower classrooms and restrooms is via the stairway. We also need a handicap- accessible connection between the two buildings, as currently the only access is via outdoor concrete stairs or the dirt road. We had a family visit the school and felt it would be very difficult for their daughter to attend school here in a wheelchair.

Proposed Solution to Address the Deficiencies Listed Above:

Our proposed design includes the installation of a platform lift and an ADA compliant covered walkway between the buildings. Our new addition has an automatic door for wheelchair use and a handicap accessible bathroom. A lift area was built into the addition, and we plan to use a Garaventa vertical platform lift to connect the two levels of the building. The breezeway also features a lift over the stairs. The slope between the two buildings was too excessive for a ramp, so the breezeway lift (Garaventa Wheelchair lift) is necessary. Between these two lifts, a student would have wheelchair access to all parts of our building and programs. As we are the only school within a 30 mile radius, it is sensible to have our building completely accessible.

How Urgent is this Project:

In order to complete the basement classrooms in the new addition, we need both the platform lift and the breezeway lift. Currently only parts of our school are accessible by wheelchair, a situation we need to correct as the only school in our community.

What is the Cost Associated with this Project:

\$48,124

Issue: Addition

Deficiencies Associated with this Issue:

Our school consisted of only two renovated classrooms in the 1910 historic schoolhouse. These two rooms served all purposes from classroom, lunchroom, physical education, after-school programs, and special education. We had 4-6 grade levels in each classroom. While this was sufficient for our initial student population from 1995-2000, we quickly outgrew this space. As our school is the only school within a 30-mile radius, we strongly wished to accommodate all students interested in attending our school, rather than to limit enrollment. We temporarily rented a third classroom in the historic schoolhouse, yet it had inadequate heat, lighting and fire safety features. We also lacked water fountains, an eye wash station, nursing area, sufficient facilities for art and science, and sufficient electric facilities to support an adequate computer network. Students ate lunch outside or at their desk. Our community events became so crowded, we had to limit attendance, which is sad in a small rural community where school events are a main focus. It was abundantly clear we needed more room!

Proposed Solution to Address the Deficiencies Listed Above:

To remedy our overcrowded school, we planned an addition to add a third classroom, multi-purpose room (cafeteria, physical education, pull-out area, and after school programs), office space, restrooms, art and science classroom, computer lab, and storage space. Our funding was sufficient to complete the majority of this project (Phase II), and without this extra space we would have been unable to accept any new students or kindergartners for the 2009-10 school year, thus we proceeded with our phased building process. Since we are the only school within a 30 mile radius, turning away students was not an attractive option. This situation propelled us to begin building even though we did not have complete funding to finish the project. So far in this project we've completed land purchase, site prep work, adding a pre-built modular for a preschool, and we've built most of our expansion. We're still finishing up Phase II, building the main part of the addition, and thus are entering Phase III. Phase III includes finishing the two basement classrooms, one as an art & science room, the other as a combined computer lab and music classroom. The art & science room would include a sink and eyewash station, which we currently lack. Phase III also includes a lift connecting the two levels of our new building, and a secure, ADA-compliant breezeway between our classrooms in the historic building and our new building. For the 2009-10 school year we rented temporary space for a third classroom until we were able to move into the new classroom in our addition on December 2009.

How Urgent is this Project:

Our situation was so dire that we found ourselves unable to enroll any new students, including kindergarten students, in our existing space. We rented temporary space in the museum, and built the portions of our addition we'd already raised money for. Then the rush was on to build the addition as the temporary space we rented in the museum could not be heated above 55 F, had insufficient lighting, and did not meet modern fire safety codes. We were able to move students out of the museum space this past December. Now we seek to finish phase III of our project which includes completing the two basement classrooms, a breezeway and ADA compliant lifts.

What is the Cost Associated with this Project:

1,394,123

How Does this Project Conform with the Construction Guidelines:

Our two renovated classrooms in the historic schoolhouse met the most basic needs and certainly did not meet many of the Capital Construction Assistance Public Schools Facility Construction Guidelines. Our expansion project attempts to remedy many deficiencies including providing water fountains, a first aid room, and proper storage for science and art materials, all within a well-built, energy-efficient, well-ventilated structure. Our proposed covered walkway is securely designed with panic bar exits, fire sprinkler, and a lift. It's designed to accommodate the extensive snow loads of our area, and to provide a secure connection between our buildings, thus vastly improving student security. This meets section 3 requirements (3.1, 3.3, 3.9). Many of the other components of our project meet section 4.13 pk-12 schools guidelines.

4.13.2 describes our new third classroom, which is rectangular with natural lighting. Our proposed computer lab/music classroom meets 4.13.3. Our activity room and kitchen meet the needs of 4.13.4, 4.13.14, 4.13.10, 4.13.13. Our new office space, nursing area, restrooms and entry way meet 4.13.19. Our proposed science/art classroom would feature sinks, an eyewash station, and storage, thus meeting 4.13.9.1 & 4.13.6. Phase IV of our project, which we are not applying for with this proposal, will include improved playground, fencing and an athletic field to meet 4.13.1.

How does the Applicant plan to Maintain this Project if it is Awarded:

Marble Charter School has successfully budgeted for building maintenance and upkeep for the 15 years since its charter was granted in 1995. Our annual budget currently accounts for the maintenance of both our two renovated classrooms in the historic schoolhouse and our new addition. We have also successfully saved a modest amount annually that was applied towards the new addition. Our fiscal budget since 2001 is attached.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$1000

CDE Comments:

THE APPLICANT HAS MET THE THREE MONTH NOTIFICATION AND HAS BEEN CHARTERED FOR MORE THAN FIVE YEARS AS REQUIRED IN STATUTE. THIS PROJECT DOES NOT NEED TO CONFORM TO THE HPCP. MARBLE CHARTER SCHOOL MOVED INTO THE HISTORIC 1910 SCHOOLHOUSE IN 1995 AND HAVE DONE SEVERAL IMPROVEMENTS TO MAKE IT A SUITABLE SCHOOL FOR THEIR STUDENTS INCLUDING BUILDING AN ADDITION. GUNNISON WATERSHED SCHOOL DISTRICT SUPPORTS THIS PROJECT AND INVESTED BOND PROCEEDS INTO THE SCHOOLHOUSE RENOVATION AND ADDITION IN 2008. THE HISTORICAL SOCIETY HAS REVIEWED THIS BUILDING AND LOOKS TO HAVE SOME INPUT IN THE DESIGN OF THE BREEZEWAY.

Funded FTE Count:	30	Bonded Debt Approved:	
Assessed Valuation:		Year Bonded Election Approved:	N/A
PPAV:		Bonded Debt Failed:	
Bonded Debt:		Year Bond Election Failed:	N/A
Total Bonding Capacity:		2009 Bond Election Results:	N/A
% of Bonding Capacity Used:		Median Household Income:**	
Bond Capital Remaining:		Free or Reduced Lunch %:	13.33%
Existing Bond Mill Levy:		State Financial Watch:	No
Who Owns the Facility:	Charter School	Charter School Fund Balance:	\$176,141
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:		The property reverts to the Gunnison Watershed School District	

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$177,768.69	Affected Sq Ft:	6,800
Current Project Match:	\$1,438,310.31	Master Plan Complete:	Yes
Current Total Project Cost:	\$1,616,079.00	CDE Minimum Match Percent:	20
Previous Grant Awards:	\$0.00	Actual Match Provided:	89
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	41.71%
Future Matches:	\$0.00	CFI:	130.00%
Total for all Phases:	\$1,539,123.00	Inflation:	0
Cost Per Sq Ft:	\$218.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$37,125.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Huerfano Re-1 – John Mall Jr/Sr High School – ADA Compliance

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	62,952
Replacement Value:	\$14,516,571
Condition Budget:	\$6,672,060
Total FCI:	45.96%
Energy Budget:	\$22,033
Suitability Budget:	\$629,800
Total RSLI:	14%
Total CFI:	50.5%
Condition Score:	2.70
Energy Score: (20%)	1.00
Suitability Score: (40%)	4.65
School Score:	3.14



Q#82- This school only meets a few of the following requirements for the physically challenged: lever actuated door hardware, ADA signage, dual level drinking fountains, ADA compliant restrooms or locker room; access ramps, compliant handrails and guardrails, accessible parking. Rated a 2.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: HUERFANO RE-1

Project Rank: 1.90

County: HUERFANO

Applicant Priority #: 1

Project Title: HS ADA Upgrades

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Renovation for Health & Safety, ADA | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

This Capital Construction Assistance Project is intended to alleviate immediate accessibility, health and safety needs of a handicapped instructor, improve accessibility compliance as defined for public buildings under the Americans with Disabilities Act, and correct health and safety violations cited by State Department inspectors.

Re-1 has a paraplegic instructor that presses into the forefront the issue of ADA compliance, health and safety. This individual serves as a coach for both the boys and girls programs, is a certified teacher during the day and is the parent of students that are active in multiple venues. It is paramount that accommodations are made that will allow this individual full access to all areas of the high school including public restrooms, locker rooms, gymnasium and classrooms.

John Mall High School was designed, constructed and occupied prior to the introduction of the American Disabilities Act in 1990. In 2010 accessibility limitations now include the primary areas of restrooms, locker rooms, gymnasium, classroom doors, exit doors and parking areas. Restrooms and locker rooms prohibit or limit access due to narrow openings, limited turning radius, and handicap fixtures improperly installed or non-existent. The gymnasium is a classroom, school assembly area, and the district and community center for athletic or public meetings. Bleacher seating does not have space allocations for wheelchairs and companion seating, step access to seating or hand rails for safety. Other accessibility issues include doorknobs rather than leversets, elevated door thresholds that are access barriers, inadequate or non-existent signage, non accessible water fountains, parking designations, ramps and curb cuts on the exterior side of the building are inadequate in designation, size and the number is insufficient to the needs and functions of the building.

Incidents of MRSA and other viral infectious outbreaks have placed increased scrutiny on restrooms and locker rooms in an effort to isolate and contain infections. Cleaning and sanitizing processes have been modified with chemicals and increased frequency however, the confidence in the efficacy of these measures is severely compromised due to the structural materials and fixtures that are being sanitized. Health department inspectors have identified the porosity of concrete block walls, cracked concrete surfaces and the aged fixtures in restrooms and locker rooms as unsanitary and potential breeding grounds.

Huerfano SD RE-1 recognizes that a 2002 Master Plan contains information and conclusions that are no longer valid due to the aggressive completion of capital construction projects that have resulted in new and renovated facilities. What has remained accurate is the capacity analysis segment that determined the High School can accommodate 179 students based upon square footage and functional space. In the fall of 2010, the high school is projected to have 160 students in grades 9th through 12th. This number reflects a continued pattern of declining enrollment the district has experienced over the past eight years. However, in view of the capacity analysis and projected enrollment, the High School continues to be a viable facility in the education of students. In further support of this premise the district has utilized capital construction funds to renovate infrastructure including heating, ventilation, lighting, and fire alarm systems and district funds to improve environmental aesthetics with paint, carpeting, tile and ceiling upgrades. Renovation and remodel of the facility is further supported by the State School Assessment Report that identified a Facility Cost Index of 45.96%. JMHS is the only secondary school in the District therefore, it is a building that must be aggressively improved and maintained because the structural integrity and the fiscal limitations of the community will not support demolition and replacement.

Issue: Other

Deficiencies Associated with this Issue:

Handicap accessibility-ADA Compliance

Restrooms: Four restroom areas (2men, 2 women) lack adequate space through doorways to allow entrance or exit by wheelchair. Space within the bathrooms is inadequate for turning radius, addition of privacy/visibility partitions and installation of fixtures to achieve compliance. Fixtures including toilets, sinks, faucets, dispensers, grab bars and mirrors are either not of sufficient height, configuration or design to meet compliance requirements and design.

Locker rooms: Toilet and sink areas reflect the same deficiencies noted in the restroom section. Shower areas are the multi-head (gang shower) facilities common in the 1970's. Neither the shower nor dressing areas have bench seating, or adjustable shower heads to accommodate handicap individuals. A four (4) inch high curb into the showers and a lack of grab bars further prohibit and/or inhibit access. Doors & door hardware (interior & exterior) Interior doors have knob hardware requiring individuals to grasp and turn to open. Exterior doors have elevated thresholds that are a barrier to mobile access, they exhibit metal fatigue on hinge sides and jambs, are operably limited because of hinge, stile and closure failures, and have malfunctioning panic bars that must be secured, in off hours, with locks, chains and security bars. There are two sets of fire rated doors in hallways that serve to isolate fire hazards from spreading to multiple areas. One unit has jamb and door fire ratings clearly stamped while the other unit lacks door ratings. The door units will need to be replaced with rated units and closure and panic mechanisms updated to comply with State Fire codes.

Signage and water fountains: Signage identifying rooms, control areas, and function are inconsistent and/or non-existent, does not exhibit tactile designation or visual pictograms and does not meet requirements of the State Fire Marshall. Water fountains are all installed at a single height that is deemed comfortable for the average adult and are of a solid front design that requires standing and leaning over the water reservoir.

Parking area: Handicap designations in parking area are not of a size adequate for van accessibility, are not clearly designated with signs or

paint, are not of sufficient quantity to accommodate the functions of the building and do not have accompanying curb cuts and ramps for easy access to walkways and the building.

Deficiency: Sanitation and Health

Health department officials have noted that restroom and locker room areas are constructed of concrete block material, concrete floors and aged fixtures. Wall surfaces and concrete floors are painted with latex or epoxy enamels however the porosity of the block surface and the fractured floors allows moisture penetration and minimizes sanitation efforts. Surface conditions with aged fixtures and in some cases the functional limitations with extended use and abuse also minimizes sanitary process and increases health concerns.

Proposed Solution to Address the Deficiencies Listed Above:

Restrooms and locker rooms require redesign, demolition and renovation. Design of this project will require professional services provided by an architect, structural, electrical and plumbing/mechanical engineers. Design requires the allocation of space to meet ADA requirements for turning radius, accessibility through entryways, and fixture type and location. Structural demolition includes the entry way block walls for two sets of restrooms and the locker rooms. Some space within the locker rooms that is currently allocated to coach's offices will have to be reallocated to public restrooms to provide sufficient area for turning radius in handicap stalls. That redesign will again require wall demolition as well as the removal of plumbing chases, fixtures and partitions. Restrooms and locker room areas will be designed to insure compliance with all code and accessibility requirements will not compromise the number of available fixtures, will include requirements that fixtures will minimize the impact on natural resources and community infrastructure, and materials will be selected to maximize sanitation processes for increased health standards.

Renovation components will include the introduction of handicap accessible fixtures, including sinks, toilets, grab bars, privacy partitions, mirrors, and all dispensers. Locker rooms will include accessible dressing and shower areas requiring the removal of curbs and the addition of adjustable shower heads, bench seating and grab bars. Entry ways will be open pathways that replace the narrow inaccessible doors and narrow passages. Application of tile on walls and floor areas will replace porous surfaces to increase sanitation and health conditions.

Gymnasium: Existing bleacher system will be removed and replaces with a system that meets current ADA and safety standards with handrails, enclose risers, accessibility, adequate space for wheelchairs and accompanying companion seating and an infrastructure that is permanently affixed to the existing wall structure for greater stability, durability and safety in operation.

Doors and Door Hardware. Four single and four double steel exterior doors are scheduled for replacement due to stile, hinge, closure failures and elevated thresholds. The door jambs are in good condition so will be re-serviced to accommodate new doors and hardware rather than replaced. All thresholds will be replaced to meet ADA height restrictions for accessibility which also requires the demolition and replacement of concrete stoops. Door knobs and panic bars on interior doors will be replaced with lever style operators and solid plate bars. Classrooms and office areas will be outfitted with intruder lever sets that allow units to be locked from the inside as well as outside. Doors with closure mechanisms will be evaluated for efficiency and ADA compliance.

Signage. New signage will be installed throughout the building that includes the introduction of tactile and pictogram components. Address and name identification on the exterior of the building is required for compliance with state fire code requirements. This signage must be clearly visible from the street and in a contrasting color from the exterior of the building.

Water fountains. All water fountains in the building will be replaced with new units that allow front access by wheelchair reflects the required height adjustment for ambulatory as well as non-ambulatory individuals and can be easily operated with a push panel. These units' locations are incorporated into the restroom and locker room design to consolidate infrastructure.

How Urgent is this Project:

John Mall High School has on staff a paraplegic individual confined to a wheelchair that places this project into an urgent, immediate need category. The health, safety and well-being of this individual are inhibited by the accessibility limitations of his work space. Those limitations mandate that students and/or staff be available for simple functions of moving about the building and having access to areas. This facility mandated dependency is further complicated by medical conditions and apparatus that are required for his confinement and comfort. The inability to adequately address the accessibility issues for this individual also means that the health, safety and well being of students and staff are also being compromised and placed in jeopardy.

What is the Cost Associated with this Project:

\$515,487.00

How Does this Project Conform with the Construction Guidelines:

This project conforms to Public School Construction Guidelines addressing deficiencies in the guideline areas of:

1.2.1 Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law.

1.2.7 Public School facility accessibility

Specifically:

3. SECTION ONE- Promote safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable Local, State and Federal, codes, laws and regulations and provide accessible facilities for the handicapped and disabled as follows:

3.3 A continuous and unobstructed path of egress from any point in the school that provides an accessible route to an area of refuge, a horizontal exit, or public way.

3.9 Secured facilities including a main entrance and signage directing visitors to the main entrance door. Interior classroom doors shall have locking hardware for lock downs and may have door sidelights or door vision glass that allow line of sight into the corridors during emergencies.

3.13 Sanitary school facilities that comply with Colorado Department of Public Health and Environment, Consumer protection Division, 6 CCR 1010-6 "Rules and Regulations Governing Schools."

3.17 A facility that complies with the American Disabilities Act (ADA) providing accessibility to physically disabled persons.

How does the Applicant plan to Maintain this Project if it is Awarded:

Data from district conducted facility assessments and the state School Assessment Report is being used to build maintenance budgets based upon program and facility needs. Maintenance and repair items are prioritized and scheduled accordingly. Maintenance and custodial responsibilities have been broken down into tasks and scheduled by frequency. The objective of this approach is to identify and resolve

maintenance, repair and custodial issues quickly and efficiently so as to extend and maximize facilities and facility infrastructures. The introduction of new facilities and or new mechanisms has allowed directing the budget focus and maintenance activities to improving critical areas for a decreased level of maintenance frequency or impact on budgets. The District has historically maintained an annual Capital Reserve funding level within a \$450,000 to \$470,000 range as insurance against major maintenance/mechanical failures and transportation costs. An allocation of \$100,000 has been budgeted to be added to existing reserves for the 2010-2011 school year in anticipation of matching this BEST grant the required 29% or just under \$158,000. A funding philosophy of the district has been to try and leverage monies in Cap Reserve to obtain additional grant funding. The General Fund has maintained a \$38,000 line item for supplies/upkeep of buildings to further support the leveraged funding process and maintain assets. Purchasing and management efforts have increased the effectiveness of the custodial supply budget to provide surplus funds to extend building maintenance concerns.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$100,000.00

CDE Comments:

THIS PROJECT HAS SOME URGENCY DUE TO A HANDICAPPED TEACHER IN THE BUILDING.

Funded FTE Count:	615	Bonded Debt Approved:	\$5,750,000
Assessed Valuation:	\$75,690,770.00	Year Bonded Election Approved:	2002
PPAV:	\$123,074.42	Bonded Debt Failed:	
Bonded Debt:	\$4,780,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$15,138,154.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	31.58%	Median Household Income:**	\$13,990.00
Bond Capital Remaining:	\$10,358,154.00	Free or Reduced Lunch %:	67.59%
Existing Bond Mill Levy:	5.3	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$402,594.85	Affected Sq Ft:	41,726
Current Project Match:	\$164,440.15	Master Plan Complete:	Yes
Current Total Project Cost:	\$567,035.00	CDE Minimum Match Percent:	29
Previous Grant Awards:	\$0.00	Actual Match Provided:	29
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	45.96%
Future Matches:	\$0.00	CFI:	50.50%
Total for all Phases:	\$515,487.00	Inflation:	3
Cost Per Sq Ft:	\$12.00		
Cost Per Pupil:	\$3,221.00	Davis- Bacon Wage Requirement:	

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Jefferson R-1 - West Jefferson Elementary School – Waste Water Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	50,098
Replacement Value:	\$11,182,069
Condition Budget:	\$2,127,902
Total FCI:	19.03%
Energy Budget:	\$17,534
Suitability Budget:	\$1,301,500
Total RSLI:	26%
Total CFI:	30.8%
Condition Score:	4.05
Energy Score: (20%)	2.10
Suitability Score: (40%)	4.37
School Score:	3.79



Q#50- Yes the system is approved by the Colorado Health Dept. OR a LOCALLY approved septic tank and leach field. Rated a 5.0

Jefferson R-1 - West Jefferson Middle School – Waste Water Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	99,736
Replacement Value:	\$25,699,068
Condition Budget:	\$9,915,885
Total FCI:	38.58%
Energy Budget:	\$34,908
Suitability Budget:	\$1,108,600
Total RSLI:	15%
Total CFI:	43.0%
Condition Score:	3.07
Energy Score: (20%)	2.10
Suitability Score: (40%)	4.68
School Score:	3.52



Q#50- Yes the system is approved by the Colorado Health Dept. OR a LOCALLY approved septic tank and leach field. Rated a 5.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: JEFFERSON R-1

Project Rank: 1.90

County: JEFFERSON

Applicant Priority #: 1

Project Title: State Required Waste Water Improvements

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The State of Colorado's Department of Public Health and Environment has mandated that Jeffco Schools cease using a process called "pump and haul" for sewage removal at the three West Jefferson facilities in Conifer. "Pump and haul" consists of transferring from holding tanks at the three schools raw sewage into a tanker truck that transports the sewage to the Conifer HS waste water plant for disposition.

The state has directed the District to install a piping network that will transport the sewage directly to the District owned waste water facility. The state desires completion by 2012.

Issue: Water Systems

Deficiencies Associated with this Issue:

Jeffco Schools currently holds sanitary waste in holding tanks at the three sites indicated in the application. At regular intervals the waste is pumped into a tanker truck and delivered to the Jeffco School owned wastewater treatment facility located near Conifer High School. The waste is processed there. The State of Colorado has determined that this process is contrary to current regulations and is mandating that the Jeffco Schools cease this method of disposing of sewage and develop a suitable sanitary sewer from the West Jefferson Preschool, elementary and middle schools.

Proposed Solution to Address the Deficiencies Listed Above:

The Grant request is for supplemental funding to install an underground sanitary sewer system that will originate at the individual schools and transport sewage to the District owned waste water plant at Conifer High School. This will be accomplished through a series of lift stations located at the three sites indicated. The sanitary sewer will eliminate the need to "pump and haul" by way of truck to the existing District owned Conifer HS wastewater treatment facility.

How Urgent is this Project:

The state has requested the work be completed in 2012.

What is the Cost Associated with this Project:

\$2.11 million

How Does this Project Conform with the Construction Guidelines:

3.13. Sanitary school facilities that comply with Colorado Department of Public Health and Environment, Consumer protection Division, 6 CCR 1010-6 "Rules and Regulations Governing Schools."

How does the Applicant plan to Maintain this Project if it is Awarded:

The project will be maintained by the Jeffco Schools Facilities Maintenance staff and will become part of the sanitary sewer system serving the District's Conifer educational facilities. Currently the waste water facility is maintained by Jeffco Facility Maintenance and monitored by Jeffco Schools Environmental Services Department.

Maintaining the new lift stations and the piping would be added to the maintenance program for the treatment facility.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$25,000

CDE Comments:

Funded FTE Count:	79,906	Bonded Debt Approved:	\$323,800,000
Assessed Valuation:	\$7,323,103,780.00	Year Bonded Election Approved:	2004
PPAV:	\$91,645.91	Bonded Debt Failed:	\$350,000,000
Bonded Debt:	\$651,955,000.00	Year Bond Election Failed:	2008
Total Bonding Capacity:	\$1,464,620,756.00	2009 Bond Election Results:	N/A

% of Bonding Capacity Used: 44.51%
Bond Capital Remaining: \$812,665,756.00
Existing Bond Mill Levy: 11.25
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Median Household Income:** \$28,076.00
Free or Reduced Lunch %: 24.97%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$886,679.60
Current Project Match: \$1,330,019.40
Current Total Project Cost: \$2,216,699.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$2,111,142.00
Cost Per Sq Ft: \$13.00
Cost Per Pupil: \$2,361.00

Affected Sq Ft: 133,000
Master Plan Complete: Yes
CDE Minimum Match Percent: 56
Actual Match Provided: 60
Was a Waiver Letter Required: N/A
FCI: 28.81%
CFI: 36.90%
Inflation: 3
Davis- Bacon Wage Requirement: \$220,000

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

JEFFERSON R-1- Mount Evans Outdoor Education- Waste Water Improvements

Number of Buildings:	25
All or Portion built by WPA:	No
Gross Area (SF):	19,385
Replacement Value:	\$3,740,263
Condition Budget:	\$1,721,022
Total FCI:	46.01%
Energy Budget:	\$0
Suitability Budget:	\$0
Total RSLI:	16%
Total CFI:	46.0%
Condition Score:	2.70
Energy Score: (20%)	3.35
Suitability Score: (40%)	N/A
School Score:	1.75



Q#50- Yes the system is approved by the Colorado Health Dept. OR a LOCALLY approved septic tank and leach field. Rated a 5.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: JEFFERSON R-1

Project Rank: 1.90

County: JEFFERSON

Applicant Priority #: 2

Project Title: Water Quality Improvements

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The State of Colorado Department of Public Health and Environment has determined that the wastewater processed at Mt Evans OELS contains levels of phosphorus in excess of that allowed by current regulations. The state is requiring that Jeffco Schools implement a program that will reduce the phosphorus content in the wastewater to acceptable levels.

The State's position is that Jeffco Schools have parameters that must be complied with in order to have a permit for wastewater at Mt. Evans OELS. Currently, Jeffco Schools is operating in violation of the new requirements. The phosphorus waste-loading for the watershed is affected by all who add wastewater to the soils infiltrating the groundwater. The District's unlined ponds have produced a situation where the saturation of phosphorus above the groundwater is a risk, resulting in the need for the phosphorus removal system. Without effective treatment Jeffco Schools is not able to meet the reduced limit requirements thus placing the District at risk of violation because the annual phosphorus produced is large enough that violation of these limits are highly likely.

Issue: Water Systems

Deficiencies Associated with this Issue:

The purpose of the project is to reduce phosphorus discharge into the outdoor laboratory school's infiltration ponds and allowing compliance with current state and federal regulations. The reductions will use a system of either chemical, biological or granular filtration methods for the phosphorus removal.

Proposed Solution to Address the Deficiencies Listed Above:

The reduction of phosphorus from wastewater involves the incorporation of phosphate into suspended solids and the subsequent removal of those solids. Phosphorus has historically been incorporated into either biological solids or chemical precipitates. Technology development has initiated the use of contact media to reduce phosphorus concentrations. The options and consultant recommendation is listed below.

Chemical Options

The reduction of phosphorus in chemical precipitates is introduced in this section. The addition of certain chemicals to wastewater produces insoluble or low-solubility salts when combined with phosphate. The principal chemicals used for this purpose are alum, sodium aluminate, ferric chloride or sulfate, and lime.

Biological Options

Phosphorus uptake by a microorganism occurs in staged reactors. By controlling the environmental conditions properly, microorganisms can be made to take up excess phosphorus. The removal of phosphorus is accomplished by wasting or by microbial leaching.

Media Filtration Options

Media filtration is an efficient, cost-effective and widely used method to reduce suspended solids in secondary wastewater treatment effluent, and is typically capable of phosphorus reduction greater than 90 percent of unit influent concentrations. Options for filtration include granular and cloth members.

The recommended solution

A granular media filtration alternative is the most cost effective solution to meeting the needs of the Mount Evans Outdoor Education Laboratory.

How Urgent is this Project:

The District is currently discharging wastewater under an extended permit. The permit could be suspended or canceled at any time.

What is the Cost Associated with this Project:

\$350,000

How Does this Project Conform with the Construction Guidelines:

From the Guidelines:

3.4. A potable water source and supply system complying with 5CCR 1003-1 "Colorado Primary Drinking Water Regulations" providing quality water as required by the Colorado Department of Public Health and Environment. Water quality shall be maintained and treated to reduce water for calcium, alkalinity, Ph, nitrates, bacteria, and temperature (reference, Colorado Primary Drinking Water Act and EPA Safe Water Drinking Act).

The main purpose of the project is to reduce phosphorus discharge into the outdoor laboratory infiltration ponds to meet proposed permit limits of one (1) milligram per liter (mg/l).

How does the Applicant plan to Maintain this Project if it is Awarded:

The project will be maintained by the Jeffco Schools Facilities Maintenance staff and will become part of the sanitary sewer system serving the Mt. Evans Outdoor Educational Laboratory School. The monitoring of the system will be conducted by Jeffco Schools Environmental Services Department and the State of Colorado Department of Public Health and Environment.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$17,500

CDE Comments:

Funded FTE Count:	79,906	Bonded Debt Approved:	\$323,800,000
Assessed Valuation:	\$7,323,103,780.00	Year Bonded Election Approved:	2004
PPAV:	\$91,645.91	Bonded Debt Failed:	\$350,000,000
Bonded Debt:	\$651,955,000.00	Year Bond Election Failed:	2008
Total Bonding Capacity:	\$1,464,620,756.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	44.51%	Median Household Income:**	\$28,076.00
Bond Capital Remaining:	\$812,665,756.00	Free or Reduced Lunch %:	24.97%
Existing Bond Mill Levy:	11.25	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$169,400.00	Affected Sq Ft:	38,371
Current Project Match:	\$215,600.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$385,000.00	CDE Minimum Match Percent:	56
Previous Grant Awards:	\$0.00	Actual Match Provided:	56
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	46.01%
Future Matches:	\$0.00	CFI:	46.00%
Total for all Phases:	\$350,000.00	Inflation:	3
Cost Per Sq Ft:	\$9.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$700.00		

-Facilities Affected By This Grant Application-

Trinidad 1 – Trinidad Middle School – Replace Gym Floor

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	103,160
Replacement Value:	\$26,880,900
Condition Budget:	\$16,088,876
Total FCI:	59.85%
Energy Budget:	\$0
Suitability Budget:	\$4,071,400
Total RSLI:	9%
Total CFI:	75.0%
Condition Score:	2.01
Energy Score: (20%)	4.35
Suitability Score: (40%)	4.21
School Score:	3.36



Q#161- The interior flooring is well maintained and has only minor cosmetic deficiencies but is showing signs of wear due to age. Rated a 3.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: TRINIDAD 1

Project Rank: 1.90

County: LAS ANIMAS

Applicant Priority #: 2

Project Title: Replace MS Mercury Containing Tartan Gym Floor

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Gym Floor Mercury mitigating and gym floor replace | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Currently the tartan floor at the middle school is beginning to pull away from the subfloor. There is evidence of significant mercury level contained in the floor. This may cause a potential health and safety issue if the students are exposed to the mercury. The mercury needs to be mitigated and then a new hardwood floor can be installed over a plywood deck layer to eliminate the potential of any mercury traces causing a health issue in the future.

Issue: Other

Deficiencies Associated with this Issue:

A health and safety issue remains with the exposure of mercury traces in the current tartan gym floor. Given the impact that mercury has on the health of children we feel it needs to be corrected asap. Given the level of mercury content in the floor and the condition of the floor itself the floor needs to be replaced.

Proposed Solution to Address the Deficiencies Listed Above:

Remove current tartan floor, mitigate the mercury in existing subfloor, install a buffer plywood deck and then install a hard wood surface floor to be used for the gym's activities. The removal of the floor and the mitigation of the mercury content will ensure no potential safety issues will arise.

How Urgent is this Project:

The current levels of mercury in the gym floor create a current safety and health concern.

What is the Cost Associated with this Project:

154924

How Does this Project Conform with the Construction Guidelines:

This project conforms to the capital construction assistance public schools facility construction guidelines. As the result of the public concerns regarding the impact of mercury in schools the current gym tartan floor needs to be mitigated to remove the mercury in the floor and provide a safer environment for the middle school students that are being impacted. Through these funds we will be able to mitigate this concern.

How does the Applicant plan to Maintain this Project if it is Awarded:

The District will provide funding from the general fund to accommodate the up keep of this facility. Since the School Finance act does not require a capital reserve transfer this will be done on an as needed basis. Currently, the District budget for annual maintenance and capital projects is approximately 3 to 4 % of the entire budget

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

3850

CDE Comments:

Funded FTE Count:	1,500	Bonded Debt Approved:	\$7,175,000
Assessed Valuation:	\$150,397,400.00	Year Bonded Election Approved:	2000
PPAV:	\$100,298.37	Bonded Debt Failed:	\$2,400,000
Bonded Debt:	\$5,495,000.00	Year Bond Election Failed:	2007
Total Bonding Capacity:	\$30,079,480.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	18.27%	Median Household Income:**	\$16,898.00
Bond Capital Remaining:	\$24,584,480.00	Free or Reduced Lunch %:	59.68%
Existing Bond Mill Levy:	3.837	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No

If it's a Charter School, Where will the Facility Revert To:**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$161,895.20	Affected Sq Ft:	8,522
Current Project Match:	\$8,520.80	Master Plan Complete:	Yes
Current Total Project Cost:	\$170,416.00	CDE Minimum Match Percent:	40
Previous Grant Awards:	\$0.00	Actual Match Provided:	5
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	59.85%
Future Matches:	\$0.00	CFI:	75.00%
Total for all Phases:	\$154,924.00	Inflation:	0
Cost Per Sq Ft:	\$18.00		
Cost Per Pupil:	\$442.00	Davis- Bacon Wage Requirement:	

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Trinidad 1 – Trinidad Middle School - Elevator

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	103,160
Replacement Value:	\$26,880,900
Condition Budget:	\$16,088,876
Total FCI:	59.85%
Energy Budget:	\$0
Suitability Budget:	\$4,071,400
Total RSLI:	9%
Total CFI:	75.0%
Condition Score:	2.01
Energy Score: (20%)	4.35
Suitability Score: (40%)	4.21
School Score:	3.36



CDE BEST FY10-11 Grant Application Summaries

Applicant Name:	TRINIDAD 1	Project Rank:	1.90
County:	LAS ANIMAS	Applicant Priority #:	4
Project Title:	MS Elevator Fire Code Upgrades		
<input type="checkbox"/> Addition	<input checked="" type="checkbox"/> Fire Alarm	<input type="checkbox"/> Renovation	<input type="checkbox"/> Facility Sitework
<input type="checkbox"/> Asbestos Abatement	<input type="checkbox"/> Lighting	<input type="checkbox"/> Roof	<input type="checkbox"/> Water Systems
<input type="checkbox"/> Boiler Replacement	<input type="checkbox"/> ADA	<input type="checkbox"/> School Replacement	<input type="checkbox"/> Window Replacement
<input type="checkbox"/> Electrical Upgrade	<input type="checkbox"/> HVAC	<input type="checkbox"/> Security	<input type="checkbox"/> New School
<input type="checkbox"/> Energy Savings	<input type="checkbox"/> Project Other Explain:		

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The elevator at the Trinidad Middle School does not meet the fire and safety codes that exist today. The fire marshal and the elevator inspection representative have identified that the elevator needs a communication or telephone system as well as the fire return to the main floor in the event of a fire. As the result of the wire or electrical panel being full the changes will require and extensive overhaul to accommodate these requests. The School district administration is concerned for the safety and well being of special needs students, teachers or administrators that need to use the elevator. IF the elevator does not comply with the requested changes it could be closed off for use.

Issue: Fire Alarm

Deficiencies Associated with this Issue:

The elevator at the Trinidad Middle School does not meet the fire and safety codes that exist today. The fire marshal and the elevator inspection representative have identified that the elevator needs a communication or telephone system as well as the fire return to the main floor in the event of a fire. As the result of the wire or electrical panel being full the changes will require and extensive overhaul to accommodate these requests. The School district administration is concerned for the safety and well being of special needs students, teachers or administrators that need to use the elevator. IF the elevator does not comply with the requested changes it could be closed off for use.

Proposed Solution to Address the Deficiencies Listed Above:

The district needs to rewire and update the electrical panel in order to install the phone communication system as well as the elevator return system that must be install to continue to use the elevator. The district has had several contractors review the requested upgrades for costs and feasibility.

How Urgent is this Project:

Since the elevator can be closed off for us eby the fire marshal or the state inspectors it is necessary the requested repairs be made as soon as possible.

What is the Cost Associated with this Project:

13225

How Does this Project Conform with the Construction Guidelines:

The Trinidad School District believes we need to support the following section of Public Schools Construction Guidelines

SECTION ONE - Promote safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable Local, State and Federal, codes, laws and regulations and provide accessible facilities for the handicapped and disabled. As the result of the potential loss of the elevator in the middle school it is mandated that we make the requested upgrades to the elevator system.

How does the Applicant plan to Maintain this Project if it is Awarded:

As part of our normal budget process we will plan to set aside General Funds or capital funds to be able to maintain the elevator in a working condition.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$450

CDE Comments:

THE FIRE MARSHAL AND THE ELEVATOR INSPECTOR HAS NOTIFIED THE SCHOOL DISTRICT THE ELEVATOR COULD BE CLOSED OFF FOR USE BY ANYONE UNLESS THE NECESSARY MODIFICATIONS TO PROVIDE COMMUNICATION AND FIRST FLOOR RETURN CODE REQUIREMENTS ARE MET.

Funded FTE Count:	1,500	Bonded Debt Approved:	\$7,175,000
Assessed Valuation:	\$150,397,400.00	Year Bonded Election Approved:	2000
PPAV:	\$100,298.37	Bonded Debt Failed:	\$2,400,000

Bonded Debt: \$5,495,000.00
Total Bonding Capacity: \$30,079,480.00
% of Bonding Capacity Used: 18.27%
Bond Capital Remaining: \$24,584,480.00
Existing Bond Mill Levy: 3.837
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Year Bond Election Failed: 2007
2009 Bond Election Results: N/A
Median Household Income:** \$16,898.00
Free or Reduced Lunch %: 59.68%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$13,092.30
Current Project Match: \$1,454.70
Current Total Project Cost: \$14,547.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$13,225.00
Cost Per Sq Ft: \$110.00
Cost Per Pupil: \$38.00

Affected Sq Ft: 120
Master Plan Complete: Yes
CDE Minimum Match Percent: 40
Actual Match Provided: 10
Was a Waiver Letter Required: Yes
FCI: 59.85%
CFI: 75.00%
Inflation: 0
Davis- Bacon Wage Requirement:

-Facilities Affected By This Grant Application-

Trinidad 1 – Trinidad Middle School - Security

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	103,160
Replacement Value:	\$26,880,900
Condition Budget:	\$16,088,876
Total FCI:	59.85%
Energy Budget:	\$0
Suitability Budget:	\$4,071,400
Total RSLI:	9%
Total CFI:	75.0%
Condition Score:	2.01
Energy Score: (20%)	4.35
Suitability Score: (40%)	4.21
School Score:	3.36



Q#125.1 - There is no restricted access at secondary entrances and controlled access at the building main entrance as recommended in the guidelines. Rated a 1.0

Q#125.2 - The facility is not designed so that supervision is enhanced through proper sightlines or video cameras, few or no "hiding areas", good visibility both inside and outside the building, and visual access to appropriate areas. Rated a 1.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name:	TRINIDAD 1	Project Rank:	1.90
County:	LAS ANIMAS	Applicant Priority #:	5
Project Title:	MS Exterior Door Monitoring for Security		
<input type="checkbox"/> Addition	<input type="checkbox"/> Fire Alarm	<input type="checkbox"/> Renovation	<input type="checkbox"/> Facility Sitework
<input type="checkbox"/> Asbestos Abatement	<input type="checkbox"/> Lighting	<input type="checkbox"/> Roof	<input type="checkbox"/> Water Systems
<input type="checkbox"/> Boiler Replacement	<input type="checkbox"/> ADA	<input type="checkbox"/> School Replacement	<input type="checkbox"/> Window Replacement
<input type="checkbox"/> Electrical Upgrade	<input type="checkbox"/> HVAC	<input type="checkbox"/> Security	<input type="checkbox"/> New School
<input type="checkbox"/> Energy Savings	<input checked="" type="checkbox"/> Project Other Explain: Install security foyer to secure entrance to build		

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Given the increased violence that occurred at Deer Trail Middle school in Denver, Co we are concerned that our building are exposed to potential outside threats to our students. As a result we desire to secure our middle school by installing a glass front security foyer that will allow guests to be viewed prior to the entrance to the facility. This will be done by installing a secured glass store front system along with a camera that can view all potential visitors and approve or deny entrance based on the initial screening process.

Issue: Other

Deficiencies Associated with this Issue:

As a result of the recent issues with potential threatening people entering our school buildings, the need exists for Trinidad School District's Middle School to secure its main entrances. This will enable the administration to hold visitors in the glassed foyer area until they can be identified and report the purpose of their visit.

Proposed Solution to Address the Deficiencies Listed Above:

Install a glass store front type of door passage system with a video camera system with intercom to the potential intruders and visitors can be screened before they enter the building. This would minimize the potential safety threats that have been arising in Colorado School with more frequency.

How Urgent is this Project:

In order to protect the safety and well-being of our students and administration a glass foyer that is affordable can deter potential threats before they happen

What is the Cost Associated with this Project:

43378

How Does this Project Conform with the Construction Guidelines:

This project conforms to the Public Schools Construction Guidelines since it eliminates a potential safety and health threat to our students and our staff.

How does the Applicant plan to Maintain this Project if it is Awarded:

There is not a great deal of on going costs that will need to be maintained for this project once installed. The cameras and communication system will need to be maintained and improved over time. However, the cost of this equipment has declined significantly as the result of technology improvements.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

2000

CDE Comments:

Funded FTE Count:	1,500	Bonded Debt Approved:	\$7,175,000
Assessed Valuation:	\$150,397,400.00	Year Bonded Election Approved:	2000
PPAV:	\$100,298.37	Bonded Debt Failed:	\$2,400,000
Bonded Debt:	\$5,495,000.00	Year Bond Election Failed:	2007
Total Bonding Capacity:	\$30,079,480.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	18.27%	Median Household Income:**	\$16,898.00
Bond Capital Remaining:	\$24,584,480.00	Free or Reduced Lunch %:	59.68%
Existing Bond Mill Levy:	3.837	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No

If it's a Charter School, Where will the Facility Revert To:

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$42,943.50	Affected Sq Ft:	360
Current Project Match:	\$4,771.50	Master Plan Complete:	Yes
Current Total Project Cost:	\$47,715.00	CDE Minimum Match Percent:	40
Previous Grant Awards:	\$0.00	Actual Match Provided:	10
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	59.85%
Future Matches:	\$0.00	CFI:	75.00%
Total for all Phases:	\$43,378.00	Inflation:	0
Cost Per Sq Ft:	\$0.00		
Cost Per Pupil:	\$0.00	Davis- Bacon Wage Requirement:	

-Facilities Affected By This Grant Application-

Trinidad 1 – Trinidad High School - Security

Number of Buildings:	5
All or Portion built by WPA:	No
Gross Area (SF):	137,920
Replacement Value:	\$32,251,695
Condition Budget:	\$18,222,208
Total FCI:	56.50%
Energy Budget:	\$0
Suitability Budget:	\$2,902,400
Total RSLI:	6%
Total CFI:	65.5%
Condition Score:	2.18
Energy Score: (20%)	3.60
Suitability Score: (40%)	4.34
School Score:	3.33



Q#125.1 - There is no restricted access at secondary entrances and controlled access at the building main entrance as recommended in the guidelines. Rated a 1.0

Q#125.2 - The facility is not designed so that supervision is enhanced through proper sightlines or video cameras, few or no "hiding areas", good visibility both inside and outside the building, and visual access to appropriate areas. Rated a 1.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name:	TRINIDAD 1	Project Rank:	1.90
County:	LAS ANIMAS	Applicant Priority #:	5
Project Title:	HS Exterior Door Monitoring for Security		
<input type="checkbox"/> Addition	<input type="checkbox"/> Fire Alarm	<input type="checkbox"/> Renovation	<input type="checkbox"/> Facility Sitework
<input type="checkbox"/> Asbestos Abatement	<input type="checkbox"/> Lighting	<input type="checkbox"/> Roof	<input type="checkbox"/> Water Systems
<input type="checkbox"/> Boiler Replacement	<input type="checkbox"/> ADA	<input type="checkbox"/> School Replacement	<input type="checkbox"/> Window Replacement
<input type="checkbox"/> Electrical Upgrade	<input type="checkbox"/> HVAC	<input type="checkbox"/> Security	<input type="checkbox"/> New School
<input type="checkbox"/> Energy Savings	<input checked="" type="checkbox"/> Project Other Explain: Install Security Foyer for High School Entrance		

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

As a result of the recent issues with potential threatening people entering our school buildings, the need exists for Trinidad School District's High School to secure its main entrances. This will enable the administration to hold visitors in the glassed foyer area until they can be identified and report the purpose of their visit

Issue: Other

Deficiencies Associated with this Issue:

Install a glass store front type of door passage system with a video camera system with intercom to the potential intruders and visitors can be screened before they enter the building. This would minimize the potential safety threats that have been arising in Colorado School with more frequency.

Proposed Solution to Address the Deficiencies Listed Above:

In order to protect the safety and well-being of our students and administration a glass foyer that is affordable can deter potential threats before they happen
Given the events at Columbine, Rock Canyon and now Deer Creek it appears this is a severe necessity

How Urgent is this Project:

This would minimize the potential safety threats that have been arising in Colorado School with more frequency.

What is the Cost Associated with this Project:

23739

How Does this Project Conform with the Construction Guidelines:

There is not a great deal of on going costs that will need to be maintained for this project once installed. The cameras and communication system will need to be maintained and improved over time. However, the cost of this equipment has declined significantly as the result of technology improvements.

How does the Applicant plan to Maintain this Project if it is Awarded:

There is not a great deal of on going costs that will need to be maintained for this project once installed. The cameras and communication system will need to be maintained and improved over time. However, the cost of this equipment has declined significantly as the result of technology improvements.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$1000

CDE Comments:

Funded FTE Count:	1,500	Bonded Debt Approved:	\$7,175,000
Assessed Valuation:	\$150,397,400.00	Year Bonded Election Approved:	2000
PPAV:	\$100,298.37	Bonded Debt Failed:	\$2,400,000
Bonded Debt:	\$5,495,000.00	Year Bond Election Failed:	2007
Total Bonding Capacity:	\$30,079,480.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	18.27%	Median Household Income:**	\$16,898.00
Bond Capital Remaining:	\$24,584,480.00	Free or Reduced Lunch %:	59.68%
Existing Bond Mill Levy:	3.837	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

Current Grant Request:	\$23,500.80
Current Project Match:	\$2,611.20
Current Total Project Cost:	\$26,112.00
Previous Grant Awards:	\$0.00
Previous Matches:	\$0.00
Future Grant Requests:	\$0.00
Future Matches:	\$0.00
Total for all Phases:	\$23,739.00
Cost Per Sq Ft:	\$107.00
Cost Per Pupil:	\$69.00

Affected Sq Ft:	220
Master Plan Complete:	Yes
CDE Minimum Match Percent:	40
Actual Match Provided:	10
Was a Waiver Letter Required:	Yes
FCI:	56.50%
CFI:	65.50%
Inflation:	0
Davis- Bacon Wage Requirement:	

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Trinidad 1 – Fisher’s Peak Elementary School – Relocate Compressors

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	46,000
Replacement Value:	\$8,760,681
Condition Budget:	\$517,238
Total FCI:	5.90%
Energy Budget:	\$16,100
Suitability Budget:	\$281,200
Total RSLI:	51%
Total CFI:	9.3%
Condition Score:	4.70
Energy Score: (20%)	3.10
Suitability Score: (40%)	4.46
School Score:	4.29



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: TRINIDAD 1

Project Rank: 1.90

County: LAS ANIMAS

Applicant Priority #: 6

Project Title: Relocate Cooler Compressors

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Air Circulation for Cafe. Cooling Units Compressor | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Currently, the compressor units for the refrigeration and cooling units in the cafeteria are above the kitchen in a contained area with two access panels. As these units are operate a great deal of heat is released if the two access doors are closed. During the summer and early fall months the access doors are opened to release the heat. The heat is released in a paper and supplies storage area. The fire marshall as deemed leaving the access panels open a potential fire hazard. However, in order to operate the cooling and refrigeration units properly the doors are left open. This has created a potential fire hazard that needs to mitigated asap.

Issue: Other

Deficiencies Associated with this Issue:

Potential fire hazard exists as long as the compressor units remain in the current location. The location of these compressors are a concern and potential fire hazard. Has the result of heat build up in the area above the kitchen the damper doors needs to be open to keep the compressors operating in an efficient manner. If these doors are open there is a potential fire hazard that exits with paper being stored below.

Proposed Solution to Address the Deficiencies Listed Above:

Move the two existing or two new compressor units to the roof for appropriate ventilation. This will allow them to operate efficiently and remove the potential fire hazard from the compressors overheating and causing a potential fire and will eliminate the potential fire hazard with the doors left open as well.

How Urgent is this Project:

The current locate of these compressor units is creating a daily potential fire hazard. They need to be relocated to protect the safety of the elementary students at the school. If these are not moved the potential for a major fire exists in this building

What is the Cost Associated with this Project:

18025

How Does this Project Conform with the Construction Guidelines:

This project complies with these guidelines. The potential safety hazard that exists needs to be mitigated in the very near future.

How does the Applicant plan to Maintain this Project if it is Awarded:

The District will provide funding from the general fund to accomodate the up keep of this facility. Since the School Finance act does not require a capital reserve transfer this will be done on a as needed basis. Currently, the District budget for annual maintenance and capital projects is approximately 3 to 4 % of the entire budget

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

575

CDE Comments:

Funded FTE Count:	1,500	Bonded Debt Approved:	\$7,175,000
Assessed Valuation:	\$150,397,400.00	Year Bonded Election Approved:	2000
PPAV:	\$100,298.37	Bonded Debt Failed:	\$2,400,000
Bonded Debt:	\$5,495,000.00	Year Bond Election Failed:	2007
Total Bonding Capacity:	\$30,079,480.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	18.27%	Median Household Income:**	\$16,898.00
Bond Capital Remaining:	\$24,584,480.00	Free or Reduced Lunch %:	59.68%
Existing Bond Mill Levy:	3.837	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No

If it's a Charter School, Where will the Facility Revert To:**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$15,861.60	Affected Sq Ft:	1,800
Current Project Match:	\$3,965.40	Master Plan Complete:	Yes
Current Total Project Cost:	\$19,827.00	CDE Minimum Match Percent:	40
Previous Grant Awards:	\$0.00	Actual Match Provided:	20
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	5.90%
Future Matches:	\$0.00	CFI:	9.30%
Total for all Phases:	\$18,025.00	Inflation:	0
Cost Per Sq Ft:	\$4.00		
Cost Per Pupil:	\$45.00	Davis- Bacon Wage Requirement:	

-Facilities Affected By This Grant Application-

Genoa-Hugo C113 – Genoa-Hugo Campus – Site Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	63,987
Replacement Value:	\$17,298,402
Condition Budget:	\$8,531,961
Total FCI:	49.32%
Energy Budget:	\$0
Suitability Budget:	\$699,400
Total RSLI:	23%
Total CFI:	53.4%
Condition Score:	2.53
Energy Score: (20%)	3.90
Suitability Score: (40%)	4.71
School Score:	3.68



Q#16.2-Traffic routing is characterized by safety and good separation. Bus lanes are "off-street" and do not conflict with other lanes, or playground or parking areas. There is adequate but parking neat entrances to the building. Rated a 5.0

Q#18.2- None of the area is paved with marked parking stalls. Rated a 1.0.

Q#38- The ADA parking spaces are located close to an accessible route and the building entrance. Rated a 4.0.

Q#34- Yes the water mostly drains away from the building. Rated a 5.0.

Q#35- No there is no drainage path on the site. Rated a 1.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: GENOA-HUGO C113

Project Rank: 1.90

County: LINCOLN

Applicant Priority #: 2

Project Title: Parking Lot and Designated Bus Staging and Unloading Area

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The parking lot and sidewalk areas around the Genoa-Hugo School are creating major safety concerns, handicap accessibility challenges and drainage problems. With limited funds, it is very difficult to address these major construction needs in the District though the repercussions of failing to address the issues are significant.

The District is addressing several violations with the Office of Civil Rights (OCR). Many of the violations have been addressed with the exception of the handicap accessibility problems. To remedy these will require major construction for which we do not have adequate funds. The OCR report on the District is included with this application. OCR violations relating to the parking lot and sidewalk areas have been highlighted. Listed below are OCR violations that must be addressed by the District relating to parking lot and sidewalks accessibility.

- The District must provide two handicap parking areas near the main entrance of our facility.
- A stable, firm, slip-resistant, handicap parking area at the lower level of our building to provide handicap accessibility to the elevator and gymnasium.
- OCR requires the District to replace the ramp to the main entrance of our building.
- Sidewalks in front of designated parking have 1/2" to 4" lips which are not accessible.
- In the main lot, three ramp entrances have 1/2" to 4" lips making the ramps not handicap accessible.
- Both of the north parking lot entrances have 1/2" to 2" lip in the transition from the parking lot to the ramp which creates an accessibility barrier.
- Sidewalk entrances to the library from the north parking area have 1 1/4 lip between entrance and parking lot.

As stated in the OCR report, accessibility is a problem with both our sidewalks and the five ramp entrances from the parking lot. The lips on the sidewalk and ramps create an accessibility problem and tripping hazards. Of the 39 violations, 15 of these violations related to repairs to the sidewalks, entrance ramps, and handicap-designated parking.

We have one student and several other adults who must use a wheelchair to access our building on a regular basis and it is difficult to navigate our parking lot with the sizable ruts, pot holes, mud, and standing water. It is not possible to smooth out the parking lot because the base is crushed asphalt which is broken and has pushed large pieces of asphalt up throughout the parking area.

We have standing water in our parking lot much of the time. To enter the building through the main entrance requires walking through a mud hole, or jumping over it.

A dedicated bus staging and unloading area, or bus lane, is crucial. There are several safety concerns with loading and unloading of students.

- Physical routes for basic modes (busses, cars, pedestrians, and bicycles) of traffic should be separated as much as possible from each other.
- It is dangerous to not provide a dedicated bus staging and unloading area located away from students, staff, and visitor parking.

Drainage around our building has created some structural problems on the building. It has been recommended by our engineer to do whatever possible to improve drainage around the building. The parking areas around the building are very flat. The two main entrances to the building contain obstacles, notably significant lips on the bases of the concrete ramps. These issues are compounded by the poor drainage resulting in standing water, pot holes, erosion, and cracked sidewalks. Many of the sidewalks have settled away from the building, resulting in unlevel, cracked surfaces.

Additionally, a positive slope is imperative to allow water to drain away from the building and this is something that must be addressed before further damage occurs. The driveway must also be regraded to allow for drainage and to combat standing water, pot holes, further water erosion, and the possibility of dangerous driving and walking conditions.

Issue: Handicapped Accessibility ADA

Deficiencies Associated with this Issue:

Our parking lot is dangerous due to the lack of separation between pedestrian and vehicular traffic and the absence of a designated bus lane. The parking lot is also poorly drained causing extensive damage and dangerous conditions. The lack of a solid surface parking area, bus staging/unloading area, and lack of designated handicapped parking are also a concern.

Proposed Solution to Address the Deficiencies Listed Above:

The parking lot must be regraded and paved to ensure adequate drainage and a solid, safe surface. The development of a designated bus staging and unloading area is crucial. Additionally, designated handicapped parking must be maintained allowing access to the building without barrier. By paving, the ramps will not suffer further damage due to drainage, standing water, mud, and an excessive lip at the bottom of the ramp.

How Urgent is this Project:

The urgency of this project is immediate to ensure compliance with ADA requirements; to address the correction of OCR complaints and violations; to provide building access without barrier; to maintain the building for future, long-term use; and to ensure the safety of our

students.

What is the Cost Associated with this Project:

\$132,000.

How Does this Project Conform with the Construction Guidelines:

This project conforms to the Capital Construction Assistance Public Schools Facility Construction Guidelines. As per line 1.2.7., Public school facility accessibility; line 3.1.7., a facility that complies with the American Disabilities Act (ADA) providing accessibility to physically disabled persons; line 3.18., a site that safely separates pedestrian and vehicular traffic...; line 3.18.1. Physical routes for basic modes (busses, cars, pedestrians, and bicycles) of traffic should be separated as much as possible from each other...; line 3.18.2. When possible, provide a dedicated bus staging and unloading area located away from students, staff, and visitor parking...; line 3.18.4. Solid surfaced staff, student, and visitor parking spaces should be identified at locations near the building entrance and past the student loading area...; line 3.18.5. Provide well-maintained sidewalks and a designated safe path leading to the school entrance. Create paved student queuing areas at major crossings and paint sidewalk "stand-back lines" to show where to stand while waiting. Except at pick-up locations, sidewalks shall be kept a minimum of five feet away from roadways. There should be well maintained sidewalks that are a minimum of eight feet wide leading to the school and circulating around the school.

How does the Applicant plan to Maintain this Project if it is Awarded:

We are currently planning to initiate a Facility Management Plan. The facility will be maintained by our current staff within the budget constraints to ensure its long-term use and benefit.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$2,000

CDE Comments:

THE GRANT SUPPORTING DATA INCLUDES NEED BASED ON ADA ACCESSIBILITY WITHIN THE SITE AS IT PERTAINS TO ACCESS TO THE SCHOOL BUILDING. PARKING AREAS ARE CURRENTLY UNPAVED AND SITE LACKS POSITIVE DRAINAGE PLAN COMPOUNDING ADA ACCESSIBILITY ISSUES DURING WET SEASONS. ARTERIAL ROADS OUTSIDE THE SCHOOL BOUNDARY AREA ARE PAVED.

Funded FTE Count:	160	Bonded Debt Approved:	
Assessed Valuation:	\$21,757,553.00	Year Bonded Election Approved:	
PPAV:	\$135,984.71	Bonded Debt Failed:	
Bonded Debt:	\$1,115,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$4,351,510.60	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	25.62%	Median Household Income:**	\$16,098.00
Bond Capital Remaining:	\$3,236,510.60	Free or Reduced Lunch %:	46.06%
Existing Bond Mill Levy:	6.315	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$175,344.00	Affected Sq Ft:	51,000
Current Project Match:	\$43,836.00	Master Plan Complete:	No
Current Total Project Cost:	\$219,180.00	CDE Minimum Match Percent:	42
Previous Grant Awards:	\$0.00	Actual Match Provided:	20
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	49.32%
Future Matches:	\$0.00	CFI:	53.40%
Total for all Phases:	\$199,255.00	Inflation:	0
Cost Per Sq Ft:	\$4.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$741.00		

-Facilities Affected By This Grant Application-

Limon Re-4J - Limon Elementary School - Gutters and Down Spouts

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	136,614
Replacement Value:	\$37,109,442
Condition Budget:	\$10,353,101
Total FCI:	27.90%
Energy Budget:	\$0
Suitability Budget:	\$2,034,700
Total RSLI:	31%
Total CFI:	33.4%
Condition Score:	3.61
Energy Score: (20%)	4.10
Suitability Score: (40%)	4.56
School Score:	4.09



Q#34- Yes the water mostly drains away from the building. Rated a 3.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: LIMON RE-4J

Project Rank: 1.90

County: LINCOLN

Applicant Priority #: 2

Project Title: ES Gutters and Downspouts

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Gutter and Down Spouts | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

In 1990 Limon was hit by a tornado, as a result a metal roof was installed over the elementary building because of damage to existing roof. In 2006 the district received a DOLA grant for roof repair over other buildings in the district. A part of the repair was the application of a rubber roof material that was used to seal the roofs. The cost was such that the same material was applied to the elementary building to seal that roof and match the other buildings on the site.

This was the first year that we have had enough snow accumulation and continued cold weather to see the affects of the rubber roof material on that roof. The insulating factor and the surface texture have allowed the snow to accumulate on the roof for a longer period of time. As that snow melts and the run off freezes at the end of the roof we are forming very large icicles along the entire roof of the elementary. This winter we had several times that the icicles were between 3 to 4 foot long (I would estimate the weight at between 30 to 40 pounds) hanging from a 20 foot roof over the sideway around the building.

The elementary students have been very creative in their attempts to dislodge the icicles even with teachers, aides and the building principal supervising the students and telling them to stay away from the icicles. In the morning we have the custodial staff take long poles and remove the icicles that formed over the evenings. Even that has been dangerous to those individuals as the ice comes down. And during the day the icicles form again we are faced with falling ice on our students.

The icicles do not affect educational programming but they a serious hazard to our elementary students during all the time they are on the playground.

We are a district that is in declining enrollment and that had to release 17 positions between 2004 and 2007 to stabilize it financial condition.

This year we are again in the process of reducing the administration and teaching staff, this time by five positions. That will put our current instructional staff at 38.5 individuals K-12. As you can see we have made some serious cuts for a school our size and yet as economic conditions persist we are looking at cutting additional programs next year to remain financially sound.

The reality is that we do not have funds for improvements; we are stretching the dollar as far as it will go and we still continue to have to move projects to the future hoping to have funds to complete those activities. We are prioritizing our facility repairs hoping that some of the activities that we are delaying are not going to cost us in the long run because we did not have the funds to address them when they should be addressed. We did complete an upgrade to our fire system that was partially funded by a BEST Grant that was an unexpected cost of over \$57,000 to the district last year.

Issue: Other

Deficiencies Associated with this Issue:

The deficiency is the lack of gutters and down spouts to channel the water away from the edge of the roof where it is forming the icicles. We will also need to incorporate Snow Guards to help control the amount of snow as it falls off the roof. The gutters should eliminate the safety issue of falling ice on those that are walking along the elementary building.

Proposed Solution to Address the Deficiencies Listed Above:

The solution to our icicle problem around the roof of the elementary building is the installation of snow guards on the roof and gutter and down spouts to direct the water away from the edge of the roof. The gutters/down spouts and snow guards will provide a long term fix to the current problem with the elementary roof.

How Urgent is this Project:

This project is one that will have to be completed before the end of October before we have someone injured by the falling ice.

What is the Cost Associated with this Project:

\$10164

How Does this Project Conform with the Construction Guidelines:

3. SECTION ONE - Promote safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable Local, State and Federal, codes, laws and regulations and provide accessible facilities for the handicapped and disabled.

3.2 A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building.

How does the Applicant plan to Maintain this Project if it is Awarded:

The snow guard and gutter and down spouts should not require a budgeted amount for replacement. I will continue to budget for capital projects and their will be money budgeted for repairs in the custodial budget. To maintain the life of the project we do have lifts on site that can be used to make repairs on any portion of the gutter or down spouts that needs attention.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

N/A

CDE Comments:

Funded FTE Count:	452	Bonded Debt Approved:	\$2,490,000
Assessed Valuation:	\$39,194,631.00	Year Bonded Election Approved:	1999
PPAV:	\$86,713.79	Bonded Debt Failed:	
Bonded Debt:	\$2,225,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$7,838,926.20	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	28.38%	Median Household Income:**	\$14,859.00
Bond Capital Remaining:	\$5,613,926.20	Free or Reduced Lunch %:	39.78%
Existing Bond Mill Levy:	5.508	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$7,155.20	Affected Sq Ft:	19,937
Current Project Match:	\$4,024.80	Master Plan Complete:	No
Current Total Project Cost:	\$11,180.00	CDE Minimum Match Percent:	36
Previous Grant Awards:	\$0.00	Actual Match Provided:	36
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	27.90%
Future Matches:	\$0.00	CFI:	33.40%
Total for all Phases:	\$10,164.00	Inflation:	1
Cost Per Sq Ft:	\$0.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$52.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Mesa County Valley 51 – Pear Park Elementary School – Keyless Entry System

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	61,944
Replacement Value:	\$12,861,707
Condition Budget:	\$267,107
Total FCI:	2.08%
Energy Budget:	\$0
Suitability Budget:	\$1,667,000
Total RSLI:	78%
Total CFI:	15.0%
Condition Score: (60%)	4.90
Energy Score: (0%)	3.60
Suitability Score: (40%)	4.13
School Score:	TBD



Mesa County Valley 51 – Bookcliff Middle School – Keyless Entry System

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	121,479
Replacement Value:	\$27,617,222
Condition Budget:	\$411,658
Total FCI:	1.49%
Energy Budget:	\$0
Suitability Budget:	\$3,309,900
Total RSLI:	70%
Total CFI:	13.5%
Condition Score:	4.93
Energy Score: (20%)	4.10
Suitability Score: (40%)	4.33
School Score:	4.52



Mesa County Valley 51 – Palisade High School – Keyless Entry System

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	123,167
Replacement Value:	\$33,718,555
Condition Budget:	\$11,319,656
Total FCI:	33.57%
Energy Budget:	\$43,108
Suitability Budget:	\$7,444,800
Total RSLI:	31%
Total CFI:	55.8%
Condition Score:	3.32
Energy Score: (20%)	3.20
Suitability Score: (40%)	3.94
School Score:	3.54



Q#127- The facilities are not equipped with closed circuit video and key card or key pad building access. Rated a 1.0 (Applies to all facilities in this application)

CDE BEST FY10-11 Grant Application Summaries

Applicant Name:	MESA VALLEY 51	Project Rank:	1.90
County:	MESA	Applicant Priority #:	2
Project Title:	Install Electronic Locks at Multiple Facilities		
<input type="checkbox"/> Addition	<input type="checkbox"/> Fire Alarm	<input type="checkbox"/> Renovation	<input type="checkbox"/> Facility Sitework
<input type="checkbox"/> Asbestos Abatement	<input type="checkbox"/> Lighting	<input type="checkbox"/> Roof	<input type="checkbox"/> Water Systems
<input type="checkbox"/> Boiler Replacement	<input type="checkbox"/> ADA	<input type="checkbox"/> School Replacement	<input type="checkbox"/> Window Replacement
<input type="checkbox"/> Electrical Upgrade	<input type="checkbox"/> HVAC	<input checked="" type="checkbox"/> Security	<input type="checkbox"/> New School
<input type="checkbox"/> Energy Savings	<input type="checkbox"/> Project Other Explain:		

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

To provide limited security access and reduce false alarm cost and expenses this will heighten security by restricting unauthorized entry and enhance occupant safety and reduce overtime cost associated with building false security alarms. Two of three schools are in high crime areas. Security at the three sites will be enhanced by the keyless system, when "lockdown" is needed, the system will immediately lock all entry doors.

Issue: Security

Deficiencies Associated with this Issue:

Existing buildings have multiple entry points around the perimeter of the buildings. This allows building staff and/or authorized personnel to enter the building in unoccupied times in areas where the security alarm cannot be disarmed. This creates false alarm calls which trigger responses from local law enforcement and district maintenance personnel. The expense and time spent responding to false alarm calls is creating a drain on district and law enforcement budgets, and is creating a hazardous environment for building staff.

Proposed Solution to Address the Deficiencies Listed Above:

Identify one or two entry points for each building to be retrofitted with electronic keyless entry systems. On the remaining exterior doors, remove all exterior hardware to eliminate the ability to enter the building during off hours from any point other than the one or two main entry points. Keyless access systems would also give the district the ability to quickly disable any access card that has been either lost or stolen from an authorized district employee. Enhanced building security would also be gained during occupied hours.

How Urgent is this Project:

Extremely high

What is the Cost Associated with this Project:

97772.00

How Does this Project Conform with the Construction Guidelines:

Section 3, Paragraph 3.9

How does the Applicant plan to Maintain this Project if it is Awarded:

After the system has been installed at the three sites, maintenance cost will become part of the district's responsibility.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

On going cost will be absorbed by the district

CDE Comments:

Funded FTE Count:	20,707	Bonded Debt Approved:	\$109,000,000
Assessed Valuation:	\$1,671,286,730.00	Year Bonded Election Approved:	2004
PPAV:	\$80,711.20	Bonded Debt Failed:	\$184,935,000
Bonded Debt:	\$130,470,000.00	Year Bond Election Failed:	2008
Total Bonding Capacity:	\$334,257,346.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	39.03%	Median Household Income:**	\$18,745.00
Bond Capital Remaining:	\$203,787,346.00	Free or Reduced Lunch %:	38.83%
Existing Bond Mill Levy:	7.215	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$46,246.07
Current Project Match: \$61,302.93
Current Total Project Cost: \$107,549.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$97,772.00
Cost Per Sq Ft: \$0.00
Cost Per Pupil: \$48.00

Affected Sq Ft: 306,590
Master Plan Complete: Yes
CDE Minimum Match Percent: 43
Actual Match Provided: 57
Was a Waiver Letter Required: N/A
FCI: 12.38%
CFI: 28.10%
Inflation: 0
Davis- Bacon Wage Requirement:

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Montrose Re-1j – Columbine Middle School – Wood Shop Remodel

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	75,145
Replacement Value:	\$19,841,200
Condition Budget:	\$9,431,864
Total FCI:	47.54%
Energy Budget:	\$0
Suitability Budget:	\$3,128,500
Total RSLI:	31%
Total CFI:	63.3%
Condition Score:	2.62
Energy Score: (20%)	4.35
Suitability Score: (40%)	4.21
School Score:	3.60



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: MONTROSE RE-1J

Project Rank: 1.90

County: MONTROSE

Applicant Priority #: 3

Project Title: MS Wood Shop Dust Collection Upgrade

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Dust Collection Unit | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Columbine Middle School (CMS) opened its doors to students in 1961. Originally called Montrose Jr. High School, it has evolved into a 6th to 8th grade middle school. The woodshop was added to the campus in the early 1980's. The Woodshop for this campus is a metal building, not attached to the existing campus. It is independent of the main campus and sits between the original campus and the new building. In 2007, a new building was constructed on the south portion of the campus and it houses the 8th grade portion of the students. This project was originally not part of the 2002 Bond/Sales Tax voter approved program. But thanks to good fiscal management of the funds available, the school district was able to build this building. The total square footage for the entire campus is 49,824. Located within a neighborhood with several subdivisions and businesses (South 12th Street) in the City of Montrose, the campus well recognized and known in the community. As the "smaller" middle school in the city of Montrose the campus is very popular with outside events and in district activities. The October 2009 student count reported to CDE for Columbine Middle School was 513.5 FTE.

The following educational programs are offered to students at CMS: Language Arts, Mathematics, Science, History, Applied Technology, Art, Consumer & Family Studies, Counseling, Foreign Language, Geography, Health, Music, Physical Education and Technology. Additionally, the Athletic departments have been excellent over the past years and are an outstanding feeder program for the High School. Furthermore, the Band/Music program is well known in the community and the music program is very popular. In relation to maintenance, CMS is one of the oldest schools in the RE-1J portfolio. Maintenance requests are average for the district with the HVAC system being the majority of the requests. There have been approximately 110 work orders since January 1, 2010.

In the past years, CMS has been the recipient of a CDE capital construction grants. Those grants included a new, badly needed roof, a plumbing line upgrade and a lighting upgrade. All this work occurred thanks to the CDE grant program.

With this knowledge, the school district is excited about the B.E.S.T. grant program and is looking forward to requesting additional funding from the program for the district's schools greatest needs. During the 1990's the school district finances were at an all time low. Consequently, the facilities took a "back seat" within the district. Roofs, safety and general upkeep were not a priority. Thus, several buildings suffered from this deferment. Since 2001, the district has taken an aggressive stance in regard to facility maintenance and upkeep. Whenever possible, grants for improvements have been applied for. As previous noted, in 2002, a Bond/Sale tax proposal was given to the voters for their approval. It passed with a 2/3 majority and again as noted. While CMS was not originally slated for any of the proposal funds, it did receive the aforementioned south building to its campus.

Our request for B.E.S.T. funding this 2010 cycle is based upon a need that has there for several years. The ventilation system (lack of) is something that the school has needed for some time. With the success of our grant request at CTMS for its dust collection system, it has been a priority of the district to add a similar type system for the CMS campus. We feel this is a primary issue for the safety and health of our students and staff.

Issue: Other

Deficiencies Associated with this Issue:

Dust is a serious problem in any woodshop. Improper disposal of dust can cause, safety concerns, fires, depreciation of equipment (include computers and woodworking machines) and it greatly increases significant health issues. These concerns are exasperated by the lack of ventilation. According to OSHA, "Wood dust becomes a potential health problem when wood particles from processes such as sanding and cutting become airborne. Breathing these particles may cause allergic respiratory symptoms, mucosal and nonallergic respiratory symptoms, and cancer." The CMS Wood Shop Room manages to heighten all of these issues by having no windows & two doors. During the winter, leaving these doors open is a severe waste of heat but completely infeasible as the furnace in the room is barely adequate to heat the building on cold days with all doors closed. Additionally, open doors violate school safety concerns, especially with the building located near a busy intersection. Installation of windows is not a practical solution either, due to the security that would need to be installed along with the possibility of having to replace the equipment if vandalized or stolen. We have problems with the wood shop equipment and electrical connection due to the amount of dust. Annually our electrician needs to go to the location and repair/check the electrical connections and clean the outlets. We encourage the students to wear dust masks for safety reasons, but have great difficulty in enforcing the recommendation due to student/teacher ratio. It would be in the best interest of the students to have a dust collection system for their health safety, if for no other reason other than this.

Proposed Solution to Address the Deficiencies Listed Above:

Similar to the design approach Centennial Middle School (CDE Capitol Construction Grant Funded, 2005) the system is designed to maximize dust collection and the life of collector components for years of extended service. The collector's design gives quiet operation and provides efficient, trouble-free service. A self-contained collector begins collecting dust; the system comes complete with fan and fan motor, automatic shaker and shaker motor, and system controller. With a shaker motor and the motor from the airlock, this simplifies your electrical connection. It will also have the leg extensions (frame support) to accept the airlock and the larger dumpster for more efficient trash collection. This system will provide a safe environment for students and staff alike. It will minimize the potential health hazards associated with the wood ducts and will ensure safety by allowing the shop to keep its doors closed for possible safety concerns. Dust is a serious problem

in any wood shop. Improper disposal of dust can cause, safety concerns, fires, depreciation of equipment (include computers and woodworking machines) and it greatly increases significant health issues. These concerns are exasperated by the lack of ventilation. According to OSHA, "Wood dust becomes a potential health problem when wood particles from processes such as sanding and cutting become airborne. Breathing these particles may cause allergic respiratory symptoms, mucosal and nonallergic respiratory symptoms, and cancer." The CMS Shop Room manages to heighten all of these issues by having no windows & two doors. During the winter, leaving these doors open is a severe waste of heat but completely infeasible as the furnace in the room is barely adequate to heat the building on cold days with all doors closed. Additionally, open doors violate school safety concerns, especially with the building located near a busy intersection.

How Urgent is this Project:

This district believes that this is an urgent issue due to health and safety reasons.

What is the Cost Associated with this Project:

\$43,277.00

How Does this Project Conform with the Construction Guidelines:

This project would conform to health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required. This project promotes safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable Local, State and Federal, codes, laws and regulations and provide accessible facilities for the handicapped and disabled as follows:state and federal law;

How does the Applicant plan to Maintain this Project if it is Awarded:

Warranty to be provided, Maintenance is budgeted annually through General Fund Operating budgets. The maintenance budget averages between \$400,000 and \$600,000 per year and covers all expenses related to upkeep and required repairs within the district. Through this fund any items that are not covered by the aforementioned warranties will be take care of.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$4350.00

CDE Comments:

Funded FTE Count:	6,010	Bonded Debt Approved:	\$23,000,000
Assessed Valuation:	\$539,295,585.00	Year Bonded Election Approved:	2002
PPAV:	\$89,725.58	Bonded Debt Failed:	\$13,000,000
Bonded Debt:	\$9,210,000.00	Year Bond Election Failed:	1999
Total Bonding Capacity:	\$107,859,117.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	8.54%	Median Household Income:**	\$17,463.00
Bond Capital Remaining:	\$98,649,117.00	Free or Reduced Lunch %:	54.84%
Existing Bond Mill Levy:	1.562	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$26,658.24	Affected Sq Ft:	3,000
Current Project Match:	\$20,945.76	Master Plan Complete:	No
Current Total Project Cost:	\$47,604.00	CDE Minimum Match Percent:	44
Previous Grant Awards:	\$0.00	Actual Match Provided:	44
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	47.54%
Future Matches:	\$0.00	CFI:	63.30%
Total for all Phases:	\$43,277.00	Inflation:	1
Cost Per Sq Ft:	\$14.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$79.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Pueblo Rural 70 – Pueblo County High School – Security

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	184,476
Replacement Value:	\$50,986,820
Condition Budget:	\$25,240,075
Total FCI:	49.50%
Energy Budget:	\$0
Suitability Budget:	\$6,881,500
Total RSLI:	12%
Total CFI:	63.0%
Condition Score:	2.52
Energy Score: (20%)	2.75
Suitability Score: (40%)	4.38
School Score:	3.31



Q#65.1- Most of the school site is adequately fenced, but there are minor problems. Many entrances and egresses are limited, where appropriate. Rated a 4.0

Q#125.1- There is restricted access at secondary entrances and controlled access at the building main entrance as recommended in the guidelines. Rated a 1.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: PUEBLO RURAL 70

Project Rank: 1.90

County: PUEBLO

Applicant Priority #: 2

Project Title: Exterior Door Monitoring for Security

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Pueblo County High School is the hub of the rural communities east of the City of Pueblo, in an area often referred to as the 'Mesa'. Pueblo County High School is a great source of pride and tradition for the citizens of the St. Charles Mesa and the eastern region of Pueblo County School District 70. The school is situated on U.S. Business Highway 50, a four lane thoroughfare running through eastern Pueblo County, eventually intersecting U.S. Highway 50 near the town of Avondale. The physical location of the school so near a major traffic way is certainly a safety concern. No frontage roads exist between the school and this roadway. Additionally, each day all 800 plus students must travel from the east wing of the school to the west wing of the school for their lunch period. This is indeed a security concern as the path of travel requires the students to be outside of the building in an open environment. The only physical barriers between the student pathway and the highway are a chain link fence, chains and bollards, and a parking lot.

To address this concern, District 70 would like to construct a curtain wall to serve as an enclosure for this breezeway and provide additional restricted access to the alternate entrances of both wings of Pueblo County High School.

Issue: Security

Deficiencies Associated with this Issue:

The current deficiency at Pueblo County High School is the lack of restricted access points to the building and lack of security for students and staff passing from area of the campus to another. The Building Excellent Schools Today program offers Pueblo County School District 70 and other districts across the State of Colorado an opportunity to address additional facility needs by providing funding through sources outside the local district tax base. Our constituents appreciate the opportunity to address these needs and further stretch their local dollars, as participation and funding through the BEST program will allow us to address additional health and safety issues.

Proposed Solution to Address the Deficiencies Listed Above:

To correct this deficiency, District 70 would like to construct a set of curtain walls to enclose the current breezeway. This will create a corridor of restricted access to the breezeway addressing the current health and safety concern. Creating this corridor will also restrict access to several alternate entrances to the school, requiring persons to enter the school through the main entrance during normal business hours, as is the current preference but essentially impossible to enforce without further construction efforts.

How Urgent is this Project:

This need must be addressed immediately, through a successful BEST grant award, coupled with a successful bond election in November 2010.

What is the Cost Associated with this Project:

72,000

How Does this Project Conform with the Construction Guidelines:

We believe in addressing this health and safety concern, we specifically meet the following criteria, specifically the reference to "all other exterior entrances shall be locked and have controlled access":

3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or via a video camera system. All other exterior entrances shall be locked and have controlled access. Interior classroom doors shall have locking hardware for lock downs and may have door sidelights or door vision glass that allow line of sight into the corridors during emergencies.

How does the Applicant plan to Maintain this Project if it is Awarded:

We believe minimal amounts will be required in future upkeep of this structure, as there are no major mechanical fixtures or equipment.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

500

CDE Comments:

Funded FTE Count:	8,390	Bonded Debt Approved:	\$56,300,000
Assessed Valuation:	\$488,082,353.00	Year Bonded Election Approved:	1999, 2002
PPAV:	\$58,174.30	Bonded Debt Failed:	

Bonded Debt: \$60,507,075.00
Total Bonding Capacity: \$97,616,470.60
% of Bonding Capacity Used: 61.98%
Bond Capital Remaining: \$37,109,395.60
Existing Bond Mill Levy: 13.75
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Year Bond Election Failed:
2009 Bond Election Results: N/A
Median Household Income:** \$20,304.00
Free or Reduced Lunch %: 35.01%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$77,588.28
Current Project Match: \$45,567.72
Current Total Project Cost: \$123,156.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$111,960.00
Cost Per Sq Ft: \$39.00
Cost Per Pupil: \$140.00

Affected Sq Ft: 2,880
Master Plan Complete: No
CDE Minimum Match Percent: 37
Actual Match Provided: 37
Was a Waiver Letter Required: N/A
FCI: 49.50%
CFI: 63.00%
Inflation: 8
Davis- Bacon Wage Requirement:

-Facilities Affected By This Grant Application-

Moffat 2 – Moffat K-12 Campus – Replace Gym Floor

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	45,334
Replacement Value:	\$11,322,469
Condition Budget:	\$4,665,521
Total FCI:	41.21%
Energy Budget:	\$0
Suitability Budget:	\$1,166,100
Total RSLI:	21%
Total CFI:	51.5%
Condition Score:	2.94
Energy Score: (20%)	3.05
Suitability Score: (40%)	4.56
School Score:	3.61



Q#161- The interior flooring is worn and has cosmetic deficiencies with visible damage in some areas. Rated a 2.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: MOFFAT 2

Project Rank: 1.90

County: SAGUACHE

Applicant Priority #: 1

Project Title: Replace Hardwood Gym Floor at PK-12 School

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Moffat School District is located in the northern end of the San Luis Valley surrounded by beautiful mountains with many miles separating the residents from the amenities available in most communities. Although beautiful, Saguache County where the District is located, is one of the poorest counties in the State of Colorado. Our District, including students attending Crestone Charter School, has 52.5% of the students qualifying for free or reduced lunches. Moffat Schools reported 101 of their 148 students as receiving free or reduced lunches in October. That represents 68% of the students attending Moffat Elementary, Middle and High School. Economic factors are causing families to leave the area. We have seen 16 students leave the Moffat schools since October Count Day and have confirmation that five more will be moving at the end of the school year. With a student body of 148 this translates to 14% of the student population. The District is working diligently to provide our students with a quality education and the facilities needed for that education.

The Moffat School gym provides the only athletic facility within the District. The facility serves as the site for our District's (including Crestone Charter School) athletic teams' practices and competitions. More importantly it serves as the classroom for the approximately 145 students attending physical education classes in elementary, middle and high school at Moffat Schools. The facility is also used as the District's auditorium and performance area for drama and music. Programs, graduations and school celebrations all happen in the school gym as it is the only area with sufficient space for all school gatherings within the District.

This facility was built in 1959 and today still has the original floor and bleachers. Fifty-one years of use is evident with splitting floor boards and nail heads that refuse to stay imbedded in the floor. The area has been maintained with an annual schedule of screening and sealing with sanding completed on an as needed basis. The School has done an outstanding job of making this facility last, however the bleachers are out of code and the floor provides challenges for the coach and PE teachers to provide a safe space for our students. When the floor was sanded in 2008 we were told that there was not sufficient wood depth for another sanding. Deterioration of the floor has happened much more rapidly than anticipated. We were told in 2008 that we could probably get another five years use from the floor. That year we began noticing nail heads popping up. These are reset but this practice is causing damage. Concerns of large splinters catching a student when falling or sliding are always in the mind of supervisors in this area. Plans to have the floor "patched" were put on hold this spring when we were told by the company that refinishes our floor each year that the floor cannot be patched. It is replace the floor or continue with what we have and continue the concentrated effort to reset nails and epoxy splinters as they become apparent.

The bleaches, installed in 1959, are hand made of wood. Though we love our padded seats, they fail to meet code in several areas – knee room, hand rails and engineering requirements. We have been notified several times by the risk assessor of CSDSIP (Colorado School Districts Self Insurance Pool) that the bleachers need to be updated to meet current codes.

The School District is pursuing a BEST grant to allow us to continue providing physical education and athletics within the District. Safety is our first concern, and waiting until we can afford the floor and bleacher purchase through local funding may mean waiting until a major injury occurs, and then District and School funds will more than likely be used to settle a lawsuit.

Issue: Renovation

Deficiencies Associated with this Issue:

Severe wear is shown by splintered and cracked boards which present a health and safety issue, nail heads that continue to work up creating an ongoing hazard, and splitting of the tongue and groove in the gym floor. Current bleachers were built when the gymnasium was new. They do not meet code due to the lack of hand rails, walk spaces, appropriate step height, and designated wheelchair space.

Proposed Solution to Address the Deficiencies Listed Above:

Remove and replace the current gym with maple hard flooring. The sub-floor will be removed and replaced to eliminate wear and dead spots. Existing bleachers will be removed and replaced with telescopic and portable bleachers that meet code requirements. The bleachers as designed will provide wheelchair parking spaces which currently are not available in our present setup. The bleacher design will allow separation of coaches, athletes and officials from parents and fans eliminating unsportsmanlike actions.

How Urgent is this Project:

The need to replace the floor is a top priority at this time. Health and safety of those participating in activities on this floor is a great concern. Splinters and nail heads present potential for major injuries and potential life threatening issues. The requirement to meet code with seating in the gym area has been a large concern for some time. No hand rails - No steps - No engineering.

What is the Cost Associated with this Project:

\$118,404

How Does this Project Conform with the Construction Guidelines:

1.2.1. Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law. Protruding nails and splintering floor boards create safety issues for children and athletes during PE class as well as athletic practices and competitions.

1.2.5. 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. The Moffat School gym provides the only facility to be used for physical education classes. The floor is in a state of no repair and must be replaced to keep students safe. Nails protrude from the floor and boards are splintered and split.

4.13.15 Gymnasium with two regulation basketball courts and dividing curtain. The following equipment should accompany the gym: Glass adjustable basketball backstops, volleyball sleeves and standards, safety wainscoting, chin-up bar, wrestling mat hoist, telescoping bleachers and scorer table. Our gym was built in 1959 and has the original bleachers and floor. Although well maintained over the years they are worn out. Nails are working out of the floor and although reset will not stay imbedded. Floor boards are very thin and the tongue and groove is worn and splintering. Boards are separating, in many places large enough to hold coins and keys upright. Our bleachers are not telescoping and do not meet code as there are no isles, no guard/hand rails, openings are too large to meet recommendations and most were hand made without a licensed professional engineer.

How does the Applicant plan to Maintain this Project if it is Awarded:

The gymnasium is maintained as is the rest of our building. Daily and weekly cleaning schedules. Minor maintenance completed as needed and the floor is screened and refinished on an annual basis. Total floor refinish including sanding completed as needed. The fact that our present floor has lasted 51 years should speak highly of our care of the facilities in this District.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$3,000

CDE Comments:

Funded FTE Count:	191	Bonded Debt Approved:	
Assessed Valuation:	\$24,710,377.00	Year Bonded Election Approved:	
PPAV:	\$129,373.70	Bonded Debt Failed:	
Bonded Debt:	\$890,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$4,942,075.40	2009 Bond Election Results:	PASSED
% of Bonding Capacity Used:	18.01%	Median Household Income:**	\$16,643.00
Bond Capital Remaining:	\$4,052,075.40	Free or Reduced Lunch %:	51.27%
Existing Bond Mill Levy:	7.7	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$80,751.28	Affected Sq Ft:	6,754
Current Project Match:	\$49,492.72	Master Plan Complete:	No
Current Total Project Cost:	\$130,244.00	CDE Minimum Match Percent:	38
Previous Grant Awards:	\$0.00	Actual Match Provided:	38
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	41.21%
Future Matches:	\$0.00	CFI:	51.50%
Total for all Phases:	\$118,404.00	Inflation:	0
Cost Per Sq Ft:	\$17.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$800.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Peyton 23JT – Peyton High School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	40,650
Replacement Value:	\$11,229,917
Condition Budget:	\$943,275
Total FCI:	8.40%
Energy Budget:	\$14,228
Suitability Budget:	\$560,000
Total RSLI:	54%
Total CFI:	13.5%
Condition Score:	4.58
Energy Score: (20%)	1.85
Suitability Score: (40%)	4.60
School Score:	4.04



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: PEYTON 23 JT

Project Rank: 4.10

County: EL PASO

Applicant Priority #: 2

Project Title: HS VoTech Addition

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

GENERAL PROJECT SUMMARY:

The purpose of submitting this BEST grant application is to obtain partial funding for a Vo-Tech addition to the Peyton High School. Currently there are no vocational programs in the Peyton School District, or any of the surrounding school districts for that matter. A vo-tech program would not only benefit Peyton School District, but it would also benefit students from neighboring rural districts, homeschooled students, as well as the general community members.

Without a vo-tech program students from Peyton, Calhan, Elbert, and Simla School Districts must all be bused to Pikes Peak Community College for vocational programs causing them to be on the road an additional one to two hours a day, rather than in the classroom. This additional time on the road is not only costly for Peyton and the neighboring districts; it also poses a safety risk to have students on the road up to an additional 8 hours a week.

Issue: Addition

Deficiencies Associated with this Issue:

DEFICIENCY:

The Peyton School District has no vo-tech programs and does not have the space or an existing facility capable of supporting a vo-tech program. To provide students the opportunity to take vo-tech programs, Peyton and other neighboring school District's bus their students to Pikes Peak Community College (PPCC). This current approach is:

- Unsafe: Students spend additional and unnecessary time on busy roads in Colorado Springs (as much as 2 hours a day) to get to PPCC.
- Detrimental to Students Learning: By spending additional hours on the road, students spend less time in the classroom, missing up to two periods a day.
- Costly: Peyton and other rural districts are spending a significant amount of funds on travel costs to get students to PPCC so that they may take vo-tech courses. In some cases it is the parents or even the student's responsibility to get to and from PPCC. With the price of fuel and the current economic situation, districts, parents, and students are having a hard time covering the transportation costs.

Proposed Solution to Address the Deficiencies Listed Above:

SOLUTION:

Two options were initially reviewed when determining how to bring a vo-tech program to the Peyton School District and surrounding rural areas (please see the Master Plan for details on these options).

The first option included repairing and remodeling a portion of the middle school building, however, this was found to have several issues which make this option inefficient and costly (students would have to walk or be transported to the old middle school from the high school/junior high, the old middle school has numerous health and life safety issues (see Priority 1 grant application) making the cost to repair the old middle school greater than the cost to provide a new addition)

The second option and the solution to the non-existent vo-tech program includes a 3,000 square foot addition to the existing high school. The addition will be composed of three spaces including a woodshop, metal/welding shop, and a classroom/instructional area. This option was selected since not only is it the most cost effective solution, but it also provides the students safe and easy access to the vo-tech space. They will not have to walk or drive to the vo-tech facilities.

Benefits of the proposed project include:

1. Students from not only Peyton but also from neighboring rural districts as well as homeschoolers will be able to spend more time in the classroom and less time traveling to Pikes Peak Community College for vo-tech classes. Not only is this beneficial to the education of the students, but also to their safety reducing the number of hours they spend on the road each week.
2. The program will include space for both woods and metals related classes as well as a space for classroom instruction. The program would offer a variety of beginning and advanced wood and metal/welding courses. The woods program would draw from the Woodlinks USA program which is a partnership between the wood industry and education.

3. The new addition would be fully utilized throughout the day and possibly also the evening. Peyton grades 6-12 would utilize the facility as well as students from Calhan, Elbert, and Simla School districts (please see the attached letters of support). The Big Sandy School District and the Falcon school have also verbally expressed interest in using the facilities. Evening classes will possibly be offered to the community through either the school or local area businesses.
4. Pikes Peak Community College has expressed their interest in the new facility (please see the attached letters of support). Although they cannot provide a specific financial contribution at this time, they have stated their willingness to supply an instructor for various dual-credit courses and also pay the school a leasing fee for use of the facility when teaching their courses.
5. Area businesses have also expressed their interest the new vo-tech facility and have stated they would be able to help donate materials and equipment to the program. Businesses are very interested in the program as it could be a good source of skilled labor for them.
6. Students not planning on going to college will be better prepared for life after high school with the life skills that will be provided through a vo-tech program.
7. Special education students will also be better prepared for independent living through the transitional services and life skills that can be taught through a vo-tech program.
8. Vo-tech classes give struggling students a creative outlet to realize their potential which benefits their other studies.

CONSTRUCTION SPECIFICATIONS:

Construction Specification can be found in the Exhibit Section of the Gant Application.

BUDGET:

The detailed project budget is inclusive of all construction work noted above and also all soft costs such as design and consulting fees, planning and permitting fees, utility fees, site survey fees, inspections and testing fees, finance and insurance fees, building systems/infrastructure costs, owner contingency, and escalation costs. The budget also includes FF&E items generally provided by the general contractor such as signage and window coverings. In addition the budget includes costs for owner/district provided FF&E items such as desks, tables, benches, and shop equipment.

The budget does not include any costs to cover the premium for Davis Bacon wage rates. If the project is awarded a BEST grant and if Davis Bacon wages are required the cost increase would be approximately 4% of Division 1-16 construction costs, which is \$21,959.

Completing the Priority 2 work (which is being requested in this grant application) with the Priority 1 work (Junior High Addition, submitted in a separate grant application, if it is approved) is the most advantageous approach for the district. The additional scope of work included in Priority 2 is not so great as to require additional schedule duration or supervision for its construction. Additionally, the construction trades used in the Priority 2 work are the same trades used in the Priority 1 work. If completed as one project the work would be scheduled to eliminate additional mobilizations for trades working on the two Priorities. General conditions cost, mobilization costs, building system and mechanical cost, as well as indirect costs are reduced for Priority 2 if completed with Priority 1 work.

If Priority 2 work is completed separately from Priority 1 work it is anticipated that project costs will increase by approximately 10% to 12%.

How Urgent is this Project:

URGENCY:

In order to alleviate the travel time and associated costs of busing students to PPCC for vo-tech programs this project should be completed as soon as possible. Consequences of not completing this project include the fact that students will continue to miss out on valuable classroom time and be exposed to additional hours on the road which does pose a safety concern.

What is the Cost Associated with this Project:

\$742,583.00

How Does this Project Conform with the Construction Guidelines:

PROJECT'S CONFORMANCE TO THE PUBLIC SCHOOLS CONSTRUCTION GUIDELINES:

The District and the Project Team have reviewed the Capital Construction Assistance Public School Facility Construction Guidelines adopted 10/7/09 and can state that the District expects the design and construction of the project being applied for to conform with these Guidelines. The Project's current design, scope, and intent is in line with most all Sections of the Guidelines. Additional information on each Section is listed below:

Section One (life and safety) – The project will include all life and safety items 3.1 through 3.19. This includes but is not limited to items such as: a sound building structural system; a weather tight roof that drains water positively off the roof and away from the building; a continuous and unobstructed path of egress from any point in the school; a potable water system; a fire alarm notification system; hazardous materials will not be used in the construction; an intercom/phone; secured facilities and a main entrance; safe and secure electrical service and distribution system; a safe and efficient mechanical system; healthy indoor air quality; a sanitary school and food preparation area; safe labs with proper storage areas for chemicals; a facility that complies with the American Disabilities Act; safe separation of pedestrians and vehicle traffic.

Section Two (facility programming/learning environment) – The project will include items 4.1 through 4.9 and items 4.11 through 4.13 (4.10 is

not applicable to this project as it is specific to elementary schools). Many of these items that are not specifically related to the vo-tech addition and are already a part of the existing high school which we are proposing to add onto. This includes but is not limited to items such as: high quality, durable, easily maintainable materials and finishes; facilities that accommodate No Child Left Behind and the State Board's model content standards; facilities for individual learning and classroom instruction; administrative offices with the hardware/software for web-based activities; facility will meet the recommended size; daylight and views will be provided; acoustical materials will be used to reduce noise; special education classrooms; classrooms will accommodate a maximum of 25 students; library/media center; computer labs, distance learning labs; science lab; band, arts, gymnasium, etc.

Section Three (High Performance Certification Program requirements) – The project will include many items included in 5.1, 5.2 and 5.5. This includes but is not limited to: a facility that will conserve energy through High Performance Design; a LEED accredited project team member; reducing building footprint; minimizing parking; utilizing existing site and infrastructure; utilizing passive solar techniques; utilize energy efficient strategies; meter utilities; design site lighting to have minimum impact; commission mechanical systems; landscape with drought tolerant plants/trees; employ white roofing materials to reduce heat island effects; provide vestibules; green building materials; establish preventative maintenance tasks.

Section Four (rehabilitation vs replacement costs) – The project does take into account items 6.1 through 6.7 which includes but is not limited to items such as: project takes into account district's five year population growth trends and the facility should be replaced due to the high rehabilitation costs.

How does the Applicant plan to Maintain this Project if it is Awarded:

DESCRIPTION OF CAPITAL RENEWAL/REPLACEMENT BUDGET AND MAINTENANCE PLAN:

Once the project is completed the District will accept full responsibility to ensure that the building and all systems associated with the project are properly maintained.

The abilities of the District maintenance staff are outstanding. The maintenance staff has shown their ability to clean, repair, replace, and adapt to the changing conditions of maintenance equipment and technologies in 21st century buildings through their service on the 2005 Peyton High School, however, they also excel at performing these duties on the older facilities within the District.

In addition, the District maintenance staff also excels in their ability to perform scheduled preventative maintenance and would continue to do so on this project. In conjunction with the Architect, General Contractor, and Mechanical/Electrical/Plumbing Subcontractors the maintenance staff will develop a Preventative Maintenance Program for the new addition. The major components of the program will include: detailed files with documentation on all major systems including record drawings, O&M manuals, photos, services records, etc; annual, semi-annual, etc inspections as appropriate for these systems; corrective action plans; an energy management program; training programs; work evaluation forms and annual program updates. Major systems/items that would be part of the program would include, but not be limited to: roofing, boilers, HVAC components, electrical systems, life safety systems, kitchen equipment, plumbing systems and restrooms, floor coverings, etc.

To provide for the future care and maintenance of the proposed project the District will budget for future maintenance costs annually. The following budget numbers may be revised after design documents are fully complete and the building systems/construction materials have been finalized, as well as once the preventative maintenance needs and life cycles of major building systems have been identified.

The funding for day-to-day maintenance of the new project would come from the Maintenance and Repair line item in the General Fund which covers general repairs of minimal or ordinary costs. Historically the yearly amount budgeted in the Maintenance and Repair line item in the General Fund has been \$50,000 and by adding an additional \$5,000 to that line item we believe we will be more than able to adequately maintain not only our existing facilities but also this new addition.

The total annual amount allocated to the Capital Renewal Budget for costs associated with this new facility is projected to be \$5,000 a year. This will be used in the event there is a non-routine maintenance repair that needs to be completed that is of a substantial cost. In addition, the funds in the Capital Renewal Budget will aid in replacing the project and the end of its useful life.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$10,000

CDE Comments:

THIS IS A PROGRAM THE DISTRICT WOULD LIKE TO IMPLEMENT INTO THE DISTRICT AND WILL BE SHARED WITH ADJACENT DISTRICTS AND PIKES PEAK COMMUNITY COLLEGE. NO ADDITIONAL FUNDS HAVE BEEN OFFERED BY THE ADJACENT DISTRICTS NOR PPCC. THIS IS PRIORITY 2 NOT A STAND ALONE REQUEST.

Funded FTE Count:	605	Bonded Debt Approved:	\$4,100,000
Assessed Valuation:	\$39,853,754.00	Year Bonded Election Approved:	2003
PPAV:	\$65,873.97	Bonded Debt Failed:	
Bonded Debt:	\$4,235,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$7,970,750.80	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	53.13%	Median Household Income:**	\$21,085.00
Bond Capital Remaining:	\$3,735,750.80	Free or Reduced Lunch %:	27.07%
Existing Bond Mill Levy:	12.541	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	

If it's a 3rd Party Explain:

Is the Facility Under a Lease Purchase Agreement:

No

If it's a Charter School, Where will the Facility Revert To:

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$421,044.48
Current Project Match: \$358,667.52
Current Total Project Cost: \$779,712.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$742,583.00
Cost Per Sq Ft: \$247.00
Cost Per Pupil: \$1,904.00

Affected Sq Ft: 3,000
Master Plan Complete: Yes
CDE Minimum Match Percent: 46
Actual Match Provided: 46
Was a Waiver Letter Required: N/A
FCI: 8.40%
CFI: 13.50%
Inflation: 3
Davis- Bacon Wage Requirement:

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Harrison 2 – Stratmoor Hills Elementary School – Boiler Replacement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	47,800
Replacement Value:	\$10,447,898
Condition Budget:	\$3,164,240
Total FCI:	30.29%
Energy Budget:	\$16,730
Suitability Budget:	\$922,800
Total RSLI:	18%
Total CFI:	39.3%
Condition Score: (60%)	3.49
Energy Score: (0%)	2.40
Suitability Score: (40%)	3.91
School Score:	TBD



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: HARRISON 2

Project Rank: 4.20

County: EL PASO

Applicant Priority #: 1

Project Title: Replace ES Boilers

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Stratmoor(St.) Hills Elementary School was built in 1963 and was originally 36,300 square feet. In 1993, St. Hills was added on to and remodeled, resulting in the current configuration of 47,800 square feet. It is a neighborhood school and serves many students of military families due to its location adjacent to Fort Carson. The school currently serves a population of approximately 270 students with 90.5% of the students receiving free and reduced meal benefits. Stratmoor Hills serves K-5 students in a traditional curriculum. St. Hills has been maintained in good condition. The last Operations and Maintenance Plan (2004) identifies the boiler system as outdated and in need of replacement and also identifies the boilers needing replacement based on condition. The hot water pumps are also original to the building and require replacement. The Statewide Facility Assessment Report (SFAR) mistakenly identifies the boilers as having been replaced during the 1993 addition/remodel, but they were not. One of the boilers was installed in 1963 and the other in 1968 (according to school records and verified with factory records). The SFAR scored the school with a facility condition index of 28.6% with the mechanical system identified as needing the most improvement. Replacement of the boilers will significantly increase efficiency and reduce carbon emissions, lowering the District's contribution to global warming. The replacement will also significantly improve the health and safety in the school by reducing excessive temperatures, improving the efficiency of the system, and by allowing temperatures to be more uniformly maintained. The District is pursuing a BEST grant for replacement of inefficient boilers with high efficiency boilers that will increase efficiency, reduce emissions, and improve the health and safety of the school's occupants. The District has no plans to close or replace St. Hills and expects to maintain the school for the foreseeable future.

Issue: Boiler Replacement

Deficiencies Associated with this Issue:

Stratmoor Hills was constructed in 1963, with a second boiler added in 1968. Both boilers are Rite 1.5 million BTU, model number N150X and N150X2. The refractory in the boilers is breaking down with subsequent overheating of the sheet metal skin and excessive temperatures in the boiler room. The excessive heat in the boiler room is causing the kitchen space above to experience excessive heat issues. The excessive temperatures in the boiler room are causing failures in the electrical equipment located in the room and contributing to high temperatures in the adjacent main electrical room. The excessive heat directly contributed to the recent (January 2010) failure of the emergency power system (battery backup system). While parts are available for the boilers, the overall condition of the boiler infrastructure is poor, resulting in difficulty removing and installing parts. The heating water supply pumps are manually operated and do not have an automatic start on failure feature. The pumps were originally installed in 1963 and require excessive maintenance throughout the year. There are currently 3 pumps installed, one 1 1/2 Hp pump and two 1 HP pumps. The boilers and pumps are 47 years old and require replacement. The boilers are a health and safety issue.

Proposed Solution to Address the Deficiencies Listed Above:

The District is proposing to replace the 2 existing 1.8 million BTU boilers with 2 new AERCO Benchmark 2.0 million BTU high efficiency, condensing boilers. This would include installation of any new piping, a new flue liner, and electrical connections. The existing pumps would also be replaced with 2 high efficiency, VFD pumps to match the required flow rate to the conditions present. The boilers are sized to allow the domestic hot water system to also be run on the new boilers, allowing the removal of two low efficiency domestic hot water heaters. These boilers would be fully modulating over various load conditions allowing 1 boiler to efficiently handle loads in the shoulder months and the winter except for extremely cold conditions, when both boilers might be needed. The high efficiency of the boilers, up to 95%, would significantly lower the utility bills. AERCO boilers have proven to be robust and require little maintenance, which would also save the District a considerable amount of money over the existing boilers. The District researched and bid boiler manufacturers in 2007 and decided to standardize all future high efficiency boilers to one manufacturer to minimize the parts and the training required to maintain the boilers. The District chose AERCO boilers after an extensive review of available systems. The District installed a DDC Building Automation System in 2003. This system is compatible with the new boilers and allows the District to control the boilers for optimal operation. The control system will monitor conditions and cycle boilers on and off as needed to optimize the efficiency of the boilers and to maintain the preset temperatures in the building. The boilers would be modulated based on the outside air temperature and the existing building temperature. With the modulating capability of each boiler, the boiler output can be matched to the load demand so that the boilers will operate at their greatest efficiency and minimize unnecessary wear on the boilers and components. The new boilers will also resolve the temperature issues in the boiler room and the kitchen above and will eliminate the failure of other components in the boiler room due to operating in a high temperature environment. Another advantage in the high efficiency boilers is the reduction in greenhouse gasses that are emitted. Analysis shows that the increased initial cost of the AERCO high efficiency boilers will be offset by savings in gas costs, making this the best choice. Analysis and research indicate that the District should save at least 10% on fuel costs versus the currently installed boilers. This equates to a minimum of a \$2,000 savings per year over the current utility bill.

How Urgent is this Project:

The District considers the replacement of the Stratmoor Hills boilers to be extremely urgent. One of the boilers is 47 years old, the other 42. Both boilers are in poor condition and have a high probability of failure. The failure of the boilers during the heating system would cause school to be closed until the boilers could be replaced, resulting in a serious disruption to the learning environment for the school's kids.

What is the Cost Associated with this Project:

\$223,299

How Does this Project Conform with the Construction Guidelines:

The Stratmoor Hills boiler replacement project conforms to 1 CCR 303(1) section 3.11 "a safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55." The current boilers are 45 years old, very inefficient and difficult to maintain. Replacement of the boilers with high efficiency boilers will bring the system into compliance with the most current version of ASHRAE 55. The age of the boilers makes them prone to failure which makes temperature control difficult. Replacement of the boilers will significantly increase efficiency (from approximately 60% to 95%) and reduce emissions. Replacement will also improve safety as the boilers are prone to mechanical failure and leaks and the boiler room and surrounding spaces are excessively hot due to failure of thermal insulation. Replacement will also prevent the degradation of electrical equipment in the boiler room due to excessive temperatures in the boiler room. This project falls under Section One of 1 CCR 303(1) to promote safe and healthy facilities.

How does the Applicant plan to Maintain this Project if it is Awarded:

The District plan for maintaining this project is through the use of the District Capital Reserve program. The District allocates funds on an annual basis to maintain HVAC systems throughout the schools.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$0

CDE Comments:

Funded FTE Count:	9,848	Bonded Debt Approved:	\$60,000,000
Assessed Valuation:	\$581,359,530.00	Year Bonded Election Approved:	2001
PPAV:	\$59,030.26	Bonded Debt Failed:	
Bonded Debt:	\$73,780,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$116,271,906.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	63.45%	Median Household Income:**	\$16,081.00
Bond Capital Remaining:	\$42,491,906.00	Free or Reduced Lunch %:	68.80%
Existing Bond Mill Levy:	12.5	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$196,502.40	Affected Sq Ft:	47,800
Current Project Match:	\$49,125.60	Master Plan Complete:	Yes
Current Total Project Cost:	\$245,628.00	CDE Minimum Match Percent:	16
Previous Grant Awards:	\$0.00	Actual Match Provided:	20
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	28.57%
Future Matches:	\$0.00	CFI:	37.60%
Total for all Phases:	\$223,299.00	Inflation:	0
Cost Per Sq Ft:	\$4.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$827.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Harrison 2 – Giberson Elementary School – Boiler Replacement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	59,245
Replacement Value:	\$13,017,625
Condition Budget:	\$2,571,859
Total FCI:	19.76%
Energy Budget:	\$0
Suitability Budget:	\$1,648,800
Total RSLI:	38%
Total CFI:	32.4%
Condition Score:	4.01
Energy Score: (20%)	3.25
Suitability Score: (40%)	4.28
School Score:	3.97



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: HARRISON 2

Project Rank: 4.20

County: EL PASO

Applicant Priority #: 2

Project Title: ES Boiler Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Giberson Elementary School was originally built in 1975 as an open concept school enclosing 47,245 square feet. It was totally gutted and remodeled in 2002 as a traditional school and 12,000 square feet was added for a total of 59,245 square feet. The school was originally built with one Kewanee 1.8 million BTU output boiler to service the whole school. During the 2002 addition/remodel, a second boiler was added for the new area and to service one of the old air handlers (AHU) as well as a new roof top unit (RTU). The school's original boiler was not replaced and it serves the other half of the school and the hot water baseboards throughout the school. The two boiler systems are not connectable. Giberson is a neighborhood school that serves approximately 350 students with 87% receiving free and reduced meal benefits. Giberson has been maintained in good to excellent condition. The last Operations and Maintenance Plan (2004) and the current Statewide Facility Assessment Report (SFAR) identify the boiler as outdated and in need of replacement. The SFAR scored the school with a facility condition index of 19.8%. Replacement of the boiler will significantly increase efficiency and reduce carbon emissions, lowering the District's contribution to global warming. The replacement will also significantly improve the health and safety in the school by improving the efficiency of the system and by allowing temperatures to be more uniformly maintained. The District is pursuing a BEST grant for replacement of one inefficient boiler with two high smaller high efficiency boilers that will increase efficiency, reduce emissions, and improve the health and safety of the school's occupants. The District has no plans to close or replace Giberson and expects to maintain the school for the foreseeable future.

Issue: Boiler Replacement

Deficiencies Associated with this Issue:

Giberson was constructed in 1975, with a remodel and addition occurring in 2002. The school was originally constructed with 1 boiler, a Kewanee Type M115KG boiler rated at 34.4 HP (approximately 1.2 million BTU). During the remodel, 12,000 square feet of space was added as well as a second boiler. The new boiler supplies one air handler (original to the building) and a rooftop unit (added during the addition). The old boiler originally supplied 2 air handlers, 2 rooftop units and baseboard units throughout the school. The old boiler now supplies one air handler, one rooftop unit and the baseboard units throughout the school. In the last 3 years, the boiler has suffered two serious mechanical failures. Both failures caused the boiler to burn fuel rich and significantly soot the boiler. Initial repairs were made to restore the boiler to normal operations. Since there is only this one boiler supplying the major portion of the school, cleaning the boiler was delayed until conditions allowed the boiler to be secured for an extended period of time. After both failures, the boiler was subsequently taken apart, found to have significant amounts of soot on the tubes and combustion chamber, and cleaned. The boiler was then placed back in service. However, this is a water tube boiler and cleaning of the inner tubes in the bundle is extremely difficult. Thus, a significant amount of baked on soot remains on the inner tubes, lowering the heat transfer and efficiency of the tubes and causing continued corrosion. Soot is a corrosive that degrades the operations of the boiler by lowering the efficiency of the boiler and has a long term detrimental effect on the life of the boiler due to the corrosive effects. The recent failures of the boiler significantly raise the probability of a tube (catastrophic) failure due to caustic pitting corrosion caused by the acidic soot. The refractory in the boiler is starting to degrade, causing overheating of the sheet metal skin and excessive temperatures in the boiler room. Temperatures are currently being controlled through increased air flow to the boiler room. The boiler is 36 years old and has experienced two failures that have shortened the life expectancy of the boiler. The boiler needs to be replaced. The boiler is a health and safety issue.

Proposed Solution to Address the Deficiencies Listed Above:

The District is proposing to replace the existing 1.2 million BTU boilers with 2 new AERCO Modulux 909 thousand BTU high efficiency, condensing boilers. This would include installation of any new piping, a new flue liner, and electrical connections. The existing pumps would also be replaced with 2 high efficiency, VFD pumps to match the required flow rate to the conditions present. The boilers are sized to allow the domestic hot water system to also be run on the new boilers, allowing the removal of two low efficiency domestic hot water boilers. The District would replace the one existing boiler with two boilers for redundancy and to maximize efficiency. As has been shown in the past three years, the failure of a single operating boiler with no redundancy creates serious educational environmental issues. The new boilers would be fully modulating over various load conditions allowing 1 boiler to efficiently handle loads in the shoulder months and the winter except for extremely cold conditions, when both boilers might be needed. Installing redundant boilers will also allow repair or maintenance in case of failure while still allowing for enough capacity to maintain adequate heat in the building. The high efficiency of the boilers, up to 95%, would significantly lower the utility bills. AERCO boilers have proven to be robust and require little maintenance, which would also save the District a considerable amount of money over the existing boilers. The District researched and bid boiler manufacturers in 2007 and decided to standardize all future high efficiency boilers to one manufacturer to minimize the parts and the training required to maintain the boilers. The District chose AERCO boilers after an extensive review of available systems. The District installed a DDC Building Automation System in 2003. This system is compatible with the new boilers and allows the District to control the boilers for optimal operation. The control system will monitor conditions and cycle boilers on and off as needed to optimize the efficiency of the boilers and to maintain the preset temperatures in the building. The boilers would be modulated based on the outside air temperature and the existing building temperature. With the modulating capability of each boiler, the boiler output can be matched to the load demand so that the boilers will operate at their greatest efficiency and minimize unnecessary wear on the boilers and components. The new boilers will also resolve the temperature issues in the

boiler room and will eliminate the failure of other components in the boiler room due to operating in a high temperature environment. Another advantage in the high efficiency boilers is the reduction in greenhouse gasses that are emitted. Analysis shows that the increased initial cost of the AERCO high efficiency boilers will be offset by savings in gas costs, making this the best choice. Analysis and research indicate that the District should save at least 10% on fuel costs versus the currently installed boilers. This equates to a minimum of a \$2,000 savings per year over the current utility bill.

How Urgent is this Project:

The District considers the replacement of the Giberson boiler to be extremely urgent. The boiler is 36 years old and has experienced two significant failures in the last three years, significantly raising the probability of a catastrophic failure in the near future. The failure of the boiler during the heating season would cause school to be closed until the boiler could be replaced, resulting in a serious disruption to the learning environment for the school's kids.

What is the Cost Associated with this Project:

\$196,499

How Does this Project Conform with the Construction Guidelines:

The Giberson boiler replacement project conforms to 1 CCR 303(1) section 3.11 "a safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55." The current boiler is 36 years old, very inefficient and prone to failure. Replacement of the boiler with high efficiency boilers will bring the system into compliance with the most current version of ASHRAE 55. The age of the boiler makes it prone to failure which makes temperature control difficult. Replacement of the boiler will significantly increase efficiency (from approximately 60% to 95%) and reduce emissions. Replacement will also improve safety as the boiler is prone to mechanical failure and leaks and the boiler room and surrounding spaces are excessively hot due to failure of thermal insulation. Replacement will also prevent the degradation of electrical equipment in the boiler room due to excessive temperatures in the boiler room. This project falls under Section One of 1 CCR 303(1) to promote safe and healthy facilities.

How does the Applicant plan to Maintain this Project if it is Awarded:

The District plan for maintaining this project is through the use of the District Capital Reserve program. The District allocates funds on an annual basis to maintain HVAC systems throughout the schools.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$0

CDE Comments:

Funded FTE Count:	9,848	Bonded Debt Approved:	\$60,000,000
Assessed Valuation:	\$581,359,530.00	Year Bonded Election Approved:	2001
PPAV:	\$59,030.26	Bonded Debt Failed:	
Bonded Debt:	\$73,780,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$116,271,906.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	63.45%	Median Household Income:**	\$16,081.00
Bond Capital Remaining:	\$42,491,906.00	Free or Reduced Lunch %:	68.80%
Existing Bond Mill Levy:	12.5	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$172,918.40	Affected Sq Ft:	47,245
Current Project Match:	\$43,229.60	Master Plan Complete:	Yes
Current Total Project Cost:	\$216,148.00	CDE Minimum Match Percent:	16
Previous Grant Awards:	\$0.00	Actual Match Provided:	20
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	19.76%
Future Matches:	\$0.00	CFI:	32.40%
Total for all Phases:	\$196,499.00	Inflation:	0
Cost Per Sq Ft:	\$3.00		
Cost Per Pupil:	\$561.00	Davis- Bacon Wage Requirement:	

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Trinidad 1 – Eckhart Elementary School – HVAC System

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	21,000
Replacement Value:	\$4,108,787
Condition Budget:	\$2,087,252
Total FCI:	50.80%
Energy Budget:	\$7,350
Suitability Budget:	\$559,400
Total RSLI:	30%
Total CFI:	64.6%
Condition Score:	2.46
Energy Score: (20%)	2.10
Suitability Score: (40%)	4.10
School Score:	3.04



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: TRINIDAD 1

Project Rank: 4.20

County: LAS ANIMAS

Applicant Priority #: 1

Project Title: Upgrade HVAC to Provide Fresh Air

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

In order to mitigate an alarming radon issue in the old main section of the building it is necessary that we replace the current boiler and per unit swamp style cooler in each of the rooms with a new HVAC system. This system will allow fresh return air to be cycled through this section of the building. The portion of the building was tested for radon in late 2009. It was determined there are five classrooms and one counselor room that indicate significant levels of radon. In classrooms 232,231,225,227,228 have radon levels as follows 4.9,3.6,4.0,7.6,4.9 pci/l and the counselors room 2004 reported 3.7 pci/l. As noted by the testing company, "we need to test when you are able to get fresh air into each" room. This can only be done by opening the exterior and interior doors or using the modified swamp style coolers in each room. Therefore a new HVAC system is needed. We will retest the building for the radon levels post installation to verify the mitigation.

Issue: HVAC

Deficiencies Associated with this Issue:

This wing of the main building does not have the ability to return fresh air to each of the classroom. As a result, we need to install a roof mounted HVAC system to circulate the heated and air conditioned air in each class room. This circulation will improve the quality of air and allow the district to mitigate the radon concern in these classrooms and this wing

Proposed Solution to Address the Deficiencies Listed Above:

Install a new HVAC system above this wing and remove the modified coolers and boiler system. As a result of the new roof mounted system we will be able to circulate the heated and air conditioned air in each class room. This circulation will improve the quality of air and allow the district to mitigate the radon concern in these classrooms and this wing

How Urgent is this Project:

As the result of the public concerns regarding the impact of Radon in school a new system needs to be installed to mitigate the radon levels and provide a safer environment for these kindergartners and 1st graders in this Elementary Schools that are being impacted.

What is the Cost Associated with this Project:

188139

How Does this Project Conform with the Construction Guidelines:

This project conforms to the capital construction assistance public schools facility construction guidelines. As the result of the public concerns regarding the impact of Radon in school a new system needs to be installed to mitigate the radon levels and provide a safer environment for these kindergartners and 1st graders in this Elementary Schools that are being impacted. Through these funds we will be able to mitigate this concern.

How does the Applicant plan to Maintain this Project if it is Awarded:

The District will provide funding from the general fund to accomodate the up keep of this facility. Since the School Finance act does not require a capital reserve transfer this will be done on a as needed basis. Currently, the District budget for annual maintenance and capital projects is approximately 3 to 4 % of the entire budget

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

6500

CDE Comments:

Funded FTE Count:	1,500	Bonded Debt Approved:	\$7,175,000
Assessed Valuation:	\$150,397,400.00	Year Bonded Election Approved:	2000
PPAV:	\$100,298.37	Bonded Debt Failed:	\$2,400,000
Bonded Debt:	\$5,495,000.00	Year Bond Election Failed:	2007
Total Bonding Capacity:	\$30,079,480.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	18.27%	Median Household Income:**	\$16,898.00
Bond Capital Remaining:	\$24,584,480.00	Free or Reduced Lunch %:	59.68%

Existing Bond Mill Levy: 3.837

Who Owns the Facility: District

If it's a 3rd Party Explain:

If it's a Charter School, Where will the Facility Revert To:

State Financial Watch: No

Charter School Fund Balance:

Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$196,604.40

Current Project Match: \$10,347.60

Current Total Project Cost: \$206,952.00

Previous Grant Awards: \$0.00

Previous Matches: \$0.00

Future Grant Requests: \$0.00

Future Matches: \$0.00

Total for all Phases: \$188,139.00

Cost Per Sq Ft: \$14.00

Cost Per Pupil: \$945.00

Affected Sq Ft: 12,600

Master Plan Complete: Yes

CDE Minimum Match Percent: 40

Actual Match Provided: 5

Was a Waiver Letter Required: Yes

FCI: 50.80%

CFI: 64.60%

Inflation: 0

Davis- Bacon Wage Requirement:

-Facilities Affected By This Grant Application-

Englewood 1 - Clayton Elementary School – Renovation

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	61,469
Replacement Value:	\$12,285,166
Condition Budget:	\$5,932,450
Total FCI:	48.29%
Energy Budget:	\$21,514
Suitability Budget:	\$1,469,400
Total RSLI:	22%
Total CFI:	60.4%
Condition Score:	2.59
Energy Score: (20%)	2.25
Suitability Score: (40%)	4.34
School Score:	3.22



Q#81- The egress path is compliant, however the systems are expired. For example, this type of exit has an enhanced automated door application. Also included equitable school egress. For example one half of the exits are ADA compliant. Rated a 3.0

Q#16.1- There is an on-street bus loading & unloading zone. Rated a 3.0

Q#16.2- traffic routing has some safety and separation problems. At least one of the bus lanes is missing or has circulation conflict. Rated a 3.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ENGLEWOOD 1

Project Rank: 4.40

County: ARAPAHOE

Applicant Priority #: 2

Project Title: ES ADA Elevator & Bus Drop-Off

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Clayton elementary school has three levels. The first level has the art room, computer lab and cafeteria, the second level houses the main office and library and the third level is where the gym is located. Currently disabled students cannot access all three levels without using stairs from the inside. In order to access the first and second level, disabled persons must exit the building and re enter through a different entrance, these people are unable to access the third floor at all. Consequently access to various programs is difficult if not impossible. Clayton is Englewood's largest elementary school and needs to be able to serve every constituent of this community.

Additionally, as the largest elementary school with approximately 445 students, pick up and drop off of students is a dangerous process at Clayton. The majority of students are dropped off by parents or walk to school. Curbside at Clayton is very congested at drop off and pick up time and includes at least two buses as well as all of the normal vehicle and pedestrian traffic. To solve this issue, the District would like to put a bus lane at the back of the school, which will ease the congestion and control some of the traffic at the front of the building, or at a minimum remove the buses from the area, creating better lines of site down the street.

Issue: Site Work

Deficiencies Associated with this Issue:

Drop off and pick up is unsafe due to heavy vehicle and pedestrian traffic. Additionally, the bus drop off area is directly outside the main entrance of the building. This creates a line of sight limitation to pedestrians trying to cross the street and to drivers navigating past the buses toward the building parking lot.

Proposed Solution to Address the Deficiencies Listed Above:

Add a bus loop at the back of the building which will allow for more on side parking at the front of the building. Moving the buses from the front of the building will remove the limited sight distance problem and reduce the traffic, both vehicle and pedestrian at the main entrance.

How Urgent is this Project:

Traffic at this facility is heavy and unsafe, a child crossing the road from a parents vehicle was killed in 2001. This is a high priority for this site.

What is the Cost Associated with this Project:

\$52,750

Issue: Handicapped Accessibility ADA

Deficiencies Associated with this Issue:

Clayton Elementary School is a three level building with the first and second levels being on different grades, while the third level is above the lowest level. Currently there is no interior access to any of these levels other than stairs. This is a problem for disable staff, students or community members as well as making it difficult to move heavy equipment or supplies to the various floors.

Proposed Solution to Address the Deficiencies Listed Above:

Add a three stop elevator at the Northwest corner of the building. This elevator will be built into what is currently a KidQuest room. This program houses our before and after school day care program. The elevator will provide access not only for disabled students, staff and visitors to the school, but will also allow for the safe lifting of cleaning equipment and other supplies to the third and first floors.

How Urgent is this Project:

While no students with mobility issues currently attend Clayton, it is only a matter of time until someone does, moreover, without this access some families may be opting to take their children to another school forsaking everything Clayton Elementary has to offer their child.

What is the Cost Associated with this Project:

\$201,874

How Does this Project Conform with the Construction Guidelines:

Addition of this elevator will bring the facility into conformity with section 4.2, by allowing all children access to all programs within the facility.

The bus loop project is specifically designed to conform to section 3.18.2 of the construction guidelines, by moving the bus loading zone away

from parking and traffic areas.

How does the Applicant plan to Maintain this Project if it is Awarded:

The new elevator will fall under the District's current elevator service agreement with ThyssenKrupp Elevator service. Currently the agreement allows for the service of seven elevators district wide. Recently one of the buildings containing an elevator under this agreement was closed, this elevator will be removed from the agreement and the new elevator added; consequently, maintenance for the elevator will be budget neutral for the maintenance department.

The new bus lane and sidewalk will require little or no maintenance initially, concrete and asphalt repair work is allocated from the District facilities maintenance and repair budget on an as needed basis. Additionally snow plowing will be needed to keep the area clear in winter, but this represents a change in process, not equipment or dollars needed to take care of the area in times of snow and ice.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

0

CDE Comments:

Funded FTE Count: 2,973
Assessed Valuation: \$420,770,900.00
PPAV: \$141,530.74
Bonded Debt: \$25,322,550.00
Total Bonding Capacity: \$84,154,180.00
% of Bonding Capacity Used: 30.09%
Bond Capital Remaining: \$58,831,630.00
Existing Bond Mill Levy: 7.631
Who Owns the Facility: District

If it's a 3rd Party Explain:

If it's a Charter School, Where will the Facility Revert To:

Bonded Debt Approved:
Year Bonded Election Approved:
Bonded Debt Failed:
Year Bond Election Failed:
2009 Bond Election Results: N/A
Median Household Income:** \$20,779.00
Free or Reduced Lunch %: 48.79%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$140,043.00
Current Project Match: \$140,043.00
Current Total Project Cost: \$280,086.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$254,624.00
Cost Per Sq Ft: \$0.00
Cost Per Pupil: \$572.00

Affected Sq Ft: 1,000
Master Plan Complete: No
CDE Minimum Match Percent: 50
Actual Match Provided: 50
Was a Waiver Letter Required: N/A
FCI: 48.29%
CFI: 60.40%
Inflation: 3
Davis- Bacon Wage Requirement:

-Facilities Affected By This Grant Application-

Genoa-Hugo C113 – Genoa-Hugo Campus – ADA and OCR

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	63,987
Replacement Value:	\$17,298,402
Condition Budget:	\$8,531,961
Total FCI:	49.32%
Energy Budget:	\$0
Suitability Budget:	\$699,400
Total RSLI:	23%
Total CFI:	53.4%
Condition Score:	2.53
Energy Score: (20%)	3.90
Suitability Score: (40%)	4.71
School Score:	3.68



Q#38- The ADA parking spaces are located close to an accessible route and the building entrance. Rated a 4.0.

Q#34- Yes the water mostly drains away from the building. Rated a 3.0.

Q#35- No there is no drainage path on the site. Rated a 1.0

Q#40- There are code compliant curb cuts at most of the necessary sidewalks. Rated a 4.0.

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: GENOA-HUGO C113

Project Rank: 4.40

County: LINCOLN

Applicant Priority #: 1

Project Title: ADA and Violations Correction

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Problem

The parking lot and sidewalk areas around the Genoa-Hugo School are creating major safety concerns, handicap accessibility challenges and drainage problems. With limited funds, it is very difficult to address these major construction needs in the Genoa-Hugo School District though the repercussions of failing to address the issues are significant.

OCR Violations

Currently the Genoa-Hugo School District is addressing several violations with the Office of Civil Rights (OCR). Many of the OCR violations have been addressed with the exception of the handicap accessibility problems. To remedy these will require major construction which we do not have adequate funds to complete. The OCR report on the Genoa-Hugo School District is included with this application. OCR violations relating to the parking lot and sidewalk areas have been highlighted. Listed below are OCR violations that must be addressed by the School District relating to parking lot and sidewalks accessibility.

- o OCR requires the School District to provide two handicap parking areas near the main entrance of our pre-K- 12 facility.
- o OCR requires School District to provide a stable, firm, slip-resistant, handicap parking area at the lower level of our building to provide handicap accessibility to the elevator and gymnasium.
- o OCR requires the School District to replace the concrete ramp to the main entrance of our building because the current ramp fails to meet Americans Disabilities Act (ADA) requirements.
- o Sidewalks in front of designated parking have 1/2" to 4" lips which are not accessible.
- o In the main parking lot, three ramp entrances have 1/2" to 4" lips making the ramps not handicap accessible.
- o Both of the north parking lot entrances have 1/2" to 2" lip in the transition from the parking lot to the ramp which creates an accessibility barrier.
- o Sidewalk entrances to the library from the north parking area have 1 1/4 lip between entrance and parking lot which does meet the ADA requirements.

As stated in the OCR report, accessibility is a problem with both our sidewalks and the five ramp entrances from the parking lot. The lips on the sidewalk and ramps create an accessibility problem and tripping hazards. OCR report cited 39 violations. Fifteen of these violations related to repairs to the sidewalks, entrance ramps, and handicap-designated parking.

We have one student and several other adults who must use a wheelchair to access our building on a regular basis and it is difficult to navigate our parking lot with the sizable ruts, pot holes, mud, and standing water. It is not possible to smooth out the parking lot because the base is crushed asphalt which is broken and has pushed large pieces of asphalt up throughout the parking area.

We have standing water in our parking lot much of the time. To enter the building through the main entrance requires walking through a mud hole, or jumping over it.

Drainage

Drainage around our building has created some structural problems on the building. It has been recommended by our engineer to do whatever possible to improve drainage around the building. The parking areas around the building are very flat. The two main entrances to the building contain obstacles, notably significant lips on the bases of the concrete ramps. These issues are compounded by the poor drainage resulting in standing water, pot holes, erosion, and cracked sidewalks. Many of the sidewalks have settled away from the building, resulting in unlevel, cracked surfaces.

Additionally, a positive slope is imperative to allow water to drain away from the building and this is something that must be addressed before further damage occurs. The driveway must also be regarded to allow for drainage and to combat standing water, pot holes, further water erosion, and the possibility of dangerous driving and walking conditions.

Issue: Handicapped Accessibility ADA

Deficiencies Associated with this Issue:

Our building has obstructed access at all entrances due to the damage caused by inadequate drainage. We had 15 OCR violations relating to the damaged sidewalks and entrance ramps and to the absence of designated handicapped parking. Additionally, these accessibility obstructions must be remedied to provide access for all staff, students, and visitors to the building.

Proposed Solution to Address the Deficiencies Listed Above:

Essentially, the solution is to correct any and all accessibility barriers to the building. This will be done by correcting the grade and slope to ensure correct drainage and to ensure no further damage to ramps and sidewalks. The parking lot will also be regarded and paved to create proper drainage and to create solid surfaced parking including designated handicapped parking.

How Urgent is this Project:

The urgency of this project is immediate to ensure compliance with ADA regulations; correction of OCR complaints and violations; access to the school building for all students, staff and guests; proper maintenance to ensure long-term use of the building; and to ensure the safety of all students.

What is the Cost Associated with this Project:

\$38,660.

How Does this Project Conform with the Construction Guidelines:

This project conforms to the Capital Construction Assistance Public Schools Facility Construction Guidelines. As per line 1.2.7., Public school facility accessibility; line 3.1.7., a facility that complies with the American Disabilities Act (ADA) providing accessibility to physically disabled persons; line 3.18.5. Provide well-maintained sidewalks and a designated safe path leading to the school entrance. Create paved student queuing areas at major crossings and paint sidewalk "stand-back lines" to show where to stand while waiting. Except at pick-up locations, sidewalks shall be kept a minimum of five feet away from roadways. There should be well maintained sidewalks that are a minimum of eight feet wide leading to the school and circulating around the school.

How does the Applicant plan to Maintain this Project if it is Awarded:

We are currently developing a Facility Management Plan. The facility will be maintained by our current staff within budget constraints to ensure its long-term use and benefit.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$2,000.

CDE Comments:

GRANT APPLICATION INCLUDES CORRESPONDENCE FROM THE OCR (OFFICE OF CIVIL RIGHTS) WHICH DOCUMENT VIOLATIONS AS THEY PERTAIN TO SITE ACCESSIBILITY FOR GENOA-HUGO FACILITIES INCLUDING BUT NOT LIMITED TO THE MAIN SCHOOL BUILDING, CONCESSION STAND, SITE CONCRETE ADJACENT TO PARKING LOT AND OTHER AREAS HAVING OBSTACLES THAT LIMIT ACCESSIBILITY.

Funded FTE Count:	160	Bonded Debt Approved:	
Assessed Valuation:	\$21,757,553.00	Year Bonded Election Approved:	
PPAV:	\$135,984.71	Bonded Debt Failed:	
Bonded Debt:	\$1,115,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$4,351,510.60	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	25.62%	Median Household Income:**	\$16,098.00
Bond Capital Remaining:	\$3,236,510.60	Free or Reduced Lunch %:	46.06%
Existing Bond Mill Levy:	6.315	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$41,798.40	Affected Sq Ft:	8,278
Current Project Match:	\$10,449.60	Master Plan Complete:	No
Current Total Project Cost:	\$52,248.00	CDE Minimum Match Percent:	42
Previous Grant Awards:	\$0.00	Actual Match Provided:	20
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	49.32%
Future Matches:	\$0.00	CFI:	53.40%
Total for all Phases:	\$47,499.00	Inflation:	0
Cost Per Sq Ft:	\$6.00	Davis- Bacon Wage Requirement:	
Cost Per Pupil:	\$177.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Colorado Springs 11 - Swigert Aerospace Academy – Asbestos Abatement

Number of Buildings:	4
All or Portion built by WPA:	
Gross Area (SF):	102,058
Replacement Value:	\$23,947,547
Condition Budget:	\$9,274,441
Total FCI:	38.73%
Energy Budget:	\$0
Suitability Budget:	\$1,479,000
Total RSLI:	35%
Total CFI:	44.9%
Condition Score:	3.06
Energy Score: (20%)	0.35
Suitability Score: (40%)	4.77
School Score:	3.20



Colorado Springs 11 - Irving Middle School (VACANT) – Asbestos Abatement

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	113,007
Replacement Value:	\$25,819,963
Condition Budget:	\$15,961,211
Total FCI:	61.82%
Energy Budget:	\$0
Suitability Budget:	\$0
Total RSLI:	11%
Total CFI:	61.8%
Condition Score:	1.91
Energy Score: (20%)	3.50
Suitability Score: (40%)	N/A
School Score:	1.46



-Continued on the following page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Colorado Springs 11 - Galileo School of Math & Science – Asbestos Abatement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	98,516
Replacement Value:	\$25,805,401
Condition Budget:	\$12,987,150
Total FCI:	50.33%
Energy Budget:	\$34,481
Suitability Budget:	\$1,852,300
Total RSLI:	18%
Total CFI:	57.6%
Condition Score:	2.48
Energy Score: (20%)	2.00
Suitability Score: (40%)	4.59
School Score:	3.23



Colorado Springs 11 - Mann Middle School – Asbestos Abatement

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	87,098
Replacement Value:	\$21,669,082
Condition Budget:	\$10,255,786
Total FCI:	47.33%
Energy Budget:	\$30,484
Suitability Budget:	\$3,349,300
Total RSLI:	24%
Total CFI:	62.9%
Condition Score:	2.63
Energy Score: (20%)	2.95
Suitability Score: (40%)	4.37
School Score:	3.39



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: COLORADO SPRINGS 11

Project Rank: 4.80

County: EL PASO

Applicant Priority #: 3

Project Title: Asbestos Abatement - Multiple Auditoriums

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

When all four auditorium facilities were constructed, spray applied acoustical treatments containing asbestos were utilized on ceiling and wall areas for sound attenuation. When the apparent danger of the old and loose particles became known, funds were not available for complete abatement so all areas were encapsulated with a bridging encapsulate compound. Although the surface condition of the effected encapsulated areas remains in fair condition, the potential for contact during lighting/re-lamping projects still exists as well as potential for a severe mess should we ever incur a leaking roof above these areas. Our purpose in requesting grant funding for this project is triplefold. First, we desire to remove the health and safety hazard completely and permanently. Secondly, we wish to avoid a potentially dangerous and much more costly cleanup in the unfortunate but possible event of a roof leak near the effected ceiling and wall areas. Third, we wish to remove and replace stage lighting fixtures which contain asbestos insulation around the cannisters and in the internal wiring.

Issue: Asbestos Abatement

Deficiencies Associated with this Issue:

Multiple ceiling and wall surface areas in the auditorium areas are finished with asbestos-containing acoustical treatments. These areas were encapsulated to improve safety but potential health and safety hazards still exist due to exposure for physical contact and potential for water damage.

Proposed Solution to Address the Deficiencies Listed Above:

Contract with a professional certified asbestos abatement company to permanently and safely remove encapsulated asbestos-containing materials and repair or replace substrate surfaces as necessary to restore auditorium celing and wall areas to acceptable finish condition.

How Urgent is this Project:

High - Potential Life Safety Hazard Exists

What is the Cost Associated with this Project:

290655

How Does this Project Conform with the Construction Guidelines:

The asbestos-containing materials that were utilized when the facilities were constructed have proven to be a significant health hazard and are no-longer permitted for use in any construction assemblies. It is our goal to remove the hazard completely to improve health and safety conditions for staff and students.

How does the Applicant plan to Maintain this Project if it is Awarded:

This project is a one-time expense for removal of unsafe existing materials that will not be replaced. For this reason, it will not be necessary to set aside a capital renewal budget for maintenance of this item.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

0

CDE Comments:

ASBESTOS ABATEMENT IS FOR AUDITORIUMS ONLY AT A TOTAL OF THREE MIDDLE SCHOOLS PLUS ONE AEROSPACE ACADEMY. THE GRANT INCLUDES ASBESTOS ABATEMENT FOR IRVING MS WHICH IS A SCHOOL THAT IS CURRENTLY VACANT. CO SPRINGS HAS INDICATED IT WAS CLOSED TEMPORARILY FOR THE 2009-10 SCHOOL YEAR BUT WILL BE OPENED AGAIN IN AUGUST 2010 AS AN ALTERNATIVE EDUCATION FACILITY. THEY ARE ALSO IN THE PROCESS OF NEGOTIATING A PARTNERSHIP/LEASE FOR THE PERFORMING ARTS AREA OF THE BUILDING WHICH WILL INCLUDE THE AUDITORIUM TO A PERFORMING ARTS CONSORTIUM TO OFFSET COSTS OF RE-OPENING THE FACILITY BY CO-UTILIZING THAT PORTION OF THE FACILITY WITH THE PROPOSED PARTNER AND D11 STUDENTS. CO SPRINGS SCHOOL DISTRICT INDICATED THAT ALTHOUGH THE ACM ACOUSTICAL TREATMENT FOR THE CEILINGS AND WALL ASSEMBLIES OF ALL FOUR AUDITORIUMS IS ENCAPSULATED, THEIR FEAR REMAINS BECAUSE OF THE POTENTIAL OF A ROOF LEAK THAT COULD OCCUR AND CREATE A HAZARDOUS SITUATION. ROOF LEAKS HAVE OCCURED AT THESE FACILITIES HOWEVER, THEY HAVE OCCURED AWAY FROM THE ACM.

Funded FTE Count:	27,354	Bonded Debt Approved:	\$131,700,000
Assessed Valuation:	\$2,464,841,380.00	Year Bonded Election Approved:	2004

PPAV: \$90,107.35
Bonded Debt: \$199,124,973.10
Total Bonding Capacity: \$492,968,276.00
% of Bonding Capacity Used: 40.39%
Bond Capital Remaining: \$293,843,302.90
Existing Bond Mill Levy: 6.56
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Bonded Debt Failed: \$96,700,000
Year Bond Election Failed: 2002
2009 Bond Election Results: N/A
Median Household Income:** \$21,112.00
Free or Reduced Lunch %: 48.60%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$210,116.50
Current Project Match: \$171,913.50
Current Total Project Cost: \$382,030.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$347,300.00
Cost Per Sq Ft: \$30.00
Cost Per Pupil: \$162.00

Affected Sq Ft: 11,435
Master Plan Complete: Yes
CDE Minimum Match Percent: 45
Actual Match Provided: 45
Was a Waiver Letter Required: N/A
FCI: 49.55%
CFI: 56.80%
Inflation: 2
Davis- Bacon Wage Requirement:

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Ignacio 11JT – Ignacio Elementary School – Asbestos Abatement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	42,231
Replacement Value:	\$9,562,668
Condition Budget:	\$5,886,751
Total FCI:	61.56%
Energy Budget:	\$14,781
Suitability Budget:	\$3,725,100
Total RSLI:	14%
Total CFI:	101%
Condition Score:	1.92
Energy Score: (20%)	1.75
Suitability Score: (40%)	3.35
School Score:	2.46



Ignacio 11JT – Ignacio High School – Asbestos Abatement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	82,818
Replacement Value:	\$22,898,819
Condition Budget:	\$15,721,391
Total FCI:	68.66%
Energy Budget:	\$0
Suitability Budget:	\$7,835,000
Total RSLI:	16%
Total CFI:	103%
Condition Score:	1.57
Energy Score: (20%)	3.70
Suitability Score: (40%)	3.55
School Score:	2.79



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: IGNACIO 11 JT

Project Rank: 4.80

County: LA PLATA

Applicant Priority #: 1

Project Title: Asbestos Abatement at Multiple Facilities

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The Ignacio School District is requesting a BEST Grant to assist with the abatement and replacement of friable asbestos floor and ceiling tiles in the Elementary School entry way, an old science room at the High School which is being renovated to serve as a class room and office space for the athletic trainer, the computer server room/office at the High School, and the kitchen area and bathroom in the Administrative offices.

Issue: Asbestos Abatement

Deficiencies Associated with this Issue:

The age of our buildings present continual issues for us to insure the safety and health of our students, staff, and community members using the facilities. A recent evaluation of the facilities revealed several areas where asbestos tile have been installed, was disturbed and is now friable. The areas include the front entry way at the Elementary, the computer server room/computer office and sports trainer classroom and office space at the High School, and the kitchen area at the Administration Building.

Proposed Solution to Address the Deficiencies Listed Above:

To address the asbestos issue, the counter tops, floors and ceiling tiles in the High School, the Elementary School and the kitchen and bathroom vinyl in the Administration Building will be removed and discarded. The grant funds will be utilized for the abatement and replacement of ceiling and floor tiles. The counter tops at the High School will not be replaced.

How Urgent is this Project:

In order to utilize these areas of the facilities, abatement and replacement is necessary prior to the beginning of the school year which is Sept. 7, 2010.

What is the Cost Associated with this Project:

\$58,807

How Does this Project Conform with the Construction Guidelines:

Standard 1.2.1 Health and Safety Issues - removal of asbestos for Health & Safety Concerns.

Standard 1.2.5 Functionality of existing and planned public school facilities for core educational programs.

How does the Applicant plan to Maintain this Project if it is Awarded:

The District will provide daily maintenance and on-going upkeep of the floor and ceiling tiles as part of regular custodial duties budgeted in the general fund.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$2,000.00

CDE Comments:

Funded FTE Count: 754
Assessed Valuation: \$630,748,565.00
PPAV: \$835,982.19
Bonded Debt: \$0.00
Total Bonding Capacity: \$126,149,713.00
% of Bonding Capacity Used: 0.00%
Bond Capital Remaining: \$126,149,713.00
Existing Bond Mill Levy: 0
Who Owns the Facility: District
If it's a 3rd Party Explain:

Bonded Debt Approved:
Year Bonded Election Approved:
Bonded Debt Failed:
Year Bond Election Failed:
2009 Bond Election Results: N/A
Median Household Income:** \$16,306.00
Free or Reduced Lunch %: 44.90%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

If it's a Charter School, Where will the Facility Revert To:**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$25,227.93	Affected Sq Ft:	6,596
Current Project Match:	\$39,459.07	Master Plan Complete:	No
Current Total Project Cost:	\$64,687.00	CDE Minimum Match Percent:	61
Previous Grant Awards:	\$0.00	Actual Match Provided:	61
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	65.11%
Future Matches:	\$0.00	CFI:	102.00%
Total for all Phases:	\$58,807.00	Inflation:	1
Cost Per Sq Ft:	\$9.00		
Cost Per Pupil:	\$98.00	Davis- Bacon Wage Requirement:	

-Facilities Affected By This Grant Application-

Rocky Mountain Academy of Evergreen – Building 1 Renovation/Sprinklers

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	24,012
Replacement Value:	\$4,974,016
Condition Budget:	\$334,619
Total FCI:	6.73%
Energy Budget:	\$0
Suitability Budget:	\$2,450,300
Total RSLI:	68%
Total CFI:	56.0%
Condition Score:	4.66
Energy Score: (20%)	0.85
Suitability Score: (40%)	3.33
School Score:	3.37



Q#86- The school is not sprinkled. Rated a 1.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ROCKY MOUNTAIN ACADEMY OF EVERGREEN

Project Rank: 4.90

County: JEFFERSON

Applicant Priority #: 1

Project Title: Complete Unfinished Space and Add Fire Sprinkler

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Rocky Mountain Academy of Evergreen, Inc. (RMAE), is located in Jefferson County, Colorado in the town of Evergreen. It was started in 2001-2002 school year with 158.5 FTEs and one class per grades K-7. RMAE outgrew its original location in a commercial warehouse district at the end of the 2006/07 school year. To establish a location suitable for a permanent school, RMAE and Jefferson County Schools RE-1 purchased adjacent parcels of land, constituting a total of 7.612 acres. Three factory built buildings were placed on site, on permanent concrete foundations, and RMAE moved to its new location in the winter of 2007. The first building holds Administration and specials; the second Kindergarten - 3rd grade (Primary), and the third building holds 5 through 8th grade. Each building is approximately 8,000 square feet, however the administration building has an 8,000 square feet unfinished lower level.

In the past 9 years, RMAE has rapidly grown to two classrooms per grade, and for the 2009/10 school year is at 372.5 FTEs. Full capacity will be approximately 395 FTEs. RMAE's rapid growth has caused crowding and health and safety issues. In particular, for the 2009/2010 school year, the cafeteria was converted to two new classrooms; leaving the students to eat in their classrooms, creating an unsanitary atmosphere. In addition, without a cafeteria, there is no place for the students to go for Physical Education when there is inclement weather outside, so PE is provided in the classrooms, and does not provide the appropriate level of activity recommended, again creating health and safety concerns. In good wether, PE classes are held outside on the parking lot. Finally, the middle school grades of sixth thru eight (6 total classes) share four core classrooms, which does not provide adequate space for homeroom, study periods, breakout rooms, etc.

RMAE does not intend to grow beyond its current level of two classrooms per grade, nor does it plan to replace its existing buildings. RMAE's space constraints and health and safety concerns can be met by finishing the lower level of the Adminstrativbe Building. The lower level of the Administration building would hold a cafetorium and 4 classrooms. By building out the lower level, the programtic changes will include all students K-8 will be able to eat lunch in the cafetorium as well as being able to provide healthier options for eating choices. Students will have an indoor location for PE in inclement weather other than in their current self contained classrooms. It will also allow year round inclusion of all school assemblies, divisional special programs and class meetings in the cafetorium. The specials classrooms on the current upper level of the adminstrative building will be moved to four additional classrooms in the lower level. This in turn will allow grades 4 and 5 to move into self contained classrooms on the upper level of the Administrative Building and outside of their current location of the Middle School. This will allow them to have more opportunities to developed without the multiple influences that Middle School can present. Grades 6-8, will be able to use and share eight rooms in the Middle School building currently occupied by Grades 4 and 5, instead of just the 4 rooms that are currently available. It will also expand the academic opportunities for Middle Schools.

RMAE students have excelled and thrived despite the curent overcrowding and lack of space; however, the current deficiencies do create real health and safety concerns that need to be addressed.

- Addition: Health & Safety and ADA
- Electrical Upgrade: Health & Safety
- Fire Alarm: Health & Safety
- Sprinkler Systems: Health & Safety
- Site Work: Health and Safety

Issue: Addition

Deficiencies Associated with this Issue:

RMAE's lack of cafeteria and gymnasium means that the students eat lunch in the classrooms and have PE in their classrooms when the weather is inclement. This creates and sanitary place for children to eat - due to the food in the classrooms and crumbs there has been an increase of rodents; it hampers RMAE's ability to provide good healthy lunch choices, and it does allow the students to get up and move around and have some activity. The lack of a caferia and gymansuim also precludes all school assemblies during inclement weather, as well as fine art performances, parent gatherings, staff meetings and trainings. Inadequate number of classrooms creates more stress and tension in the middle school.

Proposed Solution to Address the Deficiencies Listed Above:

The addition/completion of the Administration Building's first floor with a cafetrium and 4 more classrooms. The additional classrooms in the lower level addition will allow RMAE to provide a separate learning environment for the intermediate grades of 4th and 5th, and open up 2

more classrooms for middle school, so that each class has its own home room. It also allows the middle school to convert the remaining two classrooms into a commons area, which will create a space for studying, space for one on one teaching and testing of individual students; a media area for just middle school students and an area that can be used for middle school assemblies.

How Urgent is this Project:

Immediate, it is unhealthy for the students to be eating in their classrooms, and not having adequate physical education time. We are also seeing a declining enrollment in middle school due to lack of space. This has also caused difficulties in both the learning and teaching processes.

What is the Cost Associated with this Project:

\$500,000.00

Issue: Other

Deficiencies Associated with this Issue:

At the time the buildings were installed, no sprinkler systems were required. We will struggle to meet newer codes. One side of the building has egress from rooms; the rooms on the downhill sides of buildings do not. They move through the corridor to the main entrance and then outside.

Proposed Solution to Address the Deficiencies Listed Above:

Installation of sprinkler systems in each building. Rocky Mountain Academy of Evergreen conducted multiple bids and decided that the best option would be to include this part of the project in our request. With a sprinkler system in place at the end of this project will assist in our buildings status change from temporary to permanent.

How Urgent is this Project:

Immediately. Rocky Mountain Academy of Evergreen needs these systems in place as soon as possible. Especially as these buildings are now to be classified as permanent per the Jeffco Planning and Zoning requests that are in process. Relying on the hallways for half of a buildings evacuation is not the best option for our children without a sprinkler system.

What is the Cost Associated with this Project:

114,000

How Does this Project Conform with the Construction Guidelines:

The projects will conform with the applicable Public Schools Construction Guidelines, as follows:

3.1 - Sound building structural System - the planned projects will not be a new building, but the addition will conform to this requirement with respect to sound structural walls, floors and roofs of lower level

3.2 - N/A

3.3 - doors will open in the path of egress.

3.4

3.5 - Fire alarms - the addition will be equipped with a fire alarm and duress notification system in accordance with State and local fire department requirements

3.6 - N/A

3.7 - the addition will have a keypad

3.8

3.9 - N/A

3.10

3.15 - N/A

3.16 - N/A

3.17 - The additional will have an elevator and a ADA accessible sidewalk on the outside of the building in accordance with ADA standards.

3.18 - N/A

3.19 - N/A

Most of the 400 series did not apply to the project.

4.10.5 - classrooms built in the addition will have over 600 sq feet; and have natural light.

4.10.6 - the new music room will have acoustical wall coverings

4.10.7 - the new art room will have ample storage cabinets and counter sinks.

Most of the 500 series did not apply to the project.

How does the Applicant plan to Maintain this Project if it is Awarded:

Capital Renewal Budget - \$18,000 per year

Maintenance of the Capital Construction Project: In addition to on-going repair/replacement as needed through-out the year, RMAE conducts an annual evaluation of buildings(including this project) after the end of each school year to determine any repair/replacement needs - such as new paint; linoleum, repair/replacement of carpet; plumbing, light fixtures, etc, that need to occur prior to the following school year. In addition, RMAE's maintenance schedule includes servicing of equipment and replacement of filters, such as the furnances, as set forth in the manufacturer's recommendations. RMAE's service schedule for the new elevator will be at a minimum once a year, or more if recommended by the manufacturer.

In addition to the \$18,000 budget for the capital renewal account, RMAE has \$250,000 bond reserve to be used if needed for the upkeep, repair and replacemnet of the buildings and interiors to the buildings.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$18,000.00

CDE Comments:

THE APPLICANT HAS MET THE THREE MONTH NOTIFICATION AND HAS BEEN CHARTERED FOR MORE THAN FIVE YEARS AS REQUIRED IN STATUTE. THIS PROJECT DOES NOT NEED TO COMPLY WITH THE HPCP.
 JEFFERSON COUNTY SCHOOL DISTRICT SUPPORTS THIS PROJECT.
 THEY BUILT THE FACILITY IN 2007, AS A SCHOOL TO HOUSE RMAE, BUT HAVE GROWN IN STUDENT COUNT TO THE EXTENT THEY HAD TO REMOVE THEIR CAFETORIUM/PE SPACE TO BUILD TWO MORE CLASSROOMS. THESE ARE FACTORY BUILT BUILDINGS PLACED ON PERMANENT CONCRETE FOUNDATIONS.

Funded FTE Count:	422	Bonded Debt Approved:	
Assessed Valuation:		Year Bonded Election Approved:	N/A
PPAV:		Bonded Debt Failed:	
Bonded Debt:		Year Bond Election Failed:	N/A
Total Bonding Capacity:		2009 Bond Election Results:	N/A
% of Bonding Capacity Used:		Median Household Income:**	
Bond Capital Remaining:		Free or Reduced Lunch %:	1.66%
Existing Bond Mill Levy:		State Financial Watch:	No
Who Owns the Facility:	3rd Party	Charter School Fund Balance:	\$711,551
If it's a 3rd Party Explain:	SKS Ventures, LLC (bondholder)	Is the Facility Under a Lease Purchase Agreement:	Yes
If it's a Charter School, Where will the Facility Revert To:			The District absorbs the property.

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$359,257.50	Affected Sq Ft:	8,324
Current Project Match:	\$359,257.50	Master Plan Complete:	No
Current Total Project Cost:	\$718,515.00	CDE Minimum Match Percent:	80
Previous Grant Awards:	\$0.00	Actual Match Provided:	50
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	6.73%
Future Matches:	\$0.00	CFI:	56.00%
Total for all Phases:	\$684,300.00	Inflation:	0
Cost Per Sq Ft:	\$82.00		
Cost Per Pupil:	\$1,834.00	Davis- Bacon Wage Requirement:	

-Facilities Affected By This Grant Application-

Burlington Re-6J – Burlington High School – Video Surveillance

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	88,814
Replacement Value:	\$25,067,795
Condition Budget:	\$14,214,945
Total FCI:	56.71%
Energy Budget:	\$0
Suitability Budget:	\$2,008,600
Total RSLI:	26%
Total CFI:	64.7%
Condition Score:	2.16
Energy Score: (20%)	0.85
Suitability Score: (40%)	4.42
School Score:	2.80



Q#127- The facilities are not equipped with closed circuit video and key card or key pad building access. Rated a 1.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: BURLINGTON RE-6J

Project Rank: 4.90

County: KIT CARSON

Applicant Priority #: 1

Project Title: Security Cameras to Protect Property from Vandalism

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Burlington School District is wanting to place video surveillance equipment in the hallways of Burlington High School. This equipment will provide the school with security from vandalism. The equipment will also be used to monitor the school for emergency management incidents that might possible occur.

Issue: Security

Deficiencies Associated with this Issue:

Vandalism occurs within our our high school often. Sometimes it occurs during school hours, but most often after school hours. To this day we have not be successful in identifying the individuals who are responsible for the vandalism. This is frustrating for the district. Since few if any are caught, others feel compelled to vandalize our school. These vandalizing incidents have also caused our property insurance to increase. The school district works closely with our local law enforcement. The local law enforcement officials continue to encourage us to put up surveillance cameras to assist them in their investigations of the vandalism. We repeatedly hear this from them. But at this time the district can not afford the camera equipment. These cameras will also assist school officals in the case of an emergency issue (intruder, explosion, fire, etc.).

Proposed Solution to Address the Deficiencies Listed Above:

The video surveillance equipment will allow school officials and local police to determine who vandalized the school. This information would be used to prosecute the vandals. The installation of equipment will be a simple process. Twlve cameras will be placed in the corridors of the school. Some of these cameras will not only have vewis of the corridors, but will have views of each entry way as well. There will be a monitor placed in the principals office that will allow him/her access to view the corridors at any time or review video of a previous night. These cameras and monitor will be wired as a system. The wiring will run through the ceiling, which is a drop ceiling. Becasue the monitor will be veivable in the principal's office, the system will assist school officals with any emergency issues or discipline issues that could arise. This will be valauble to safety and well being of our students.

How Urgent is this Project:

The equipment is needed immediately. We can not predict when the vandalism will occur, but each year we have one to three incidents occur.

What is the Cost Associated with this Project:

\$15,284.69

How Does this Project Conform with the Construction Guidelines:

This project will assist the school district in providing a safe enviroment for our students.

How does the Applicant plan to Maintain this Project if it is Awarded:

The capital renewal budget for this project would be to replace the system at the end of its useful life (5-6 years). The maintenance plan for maximizing the life of the equipment is to purchase the 5-year replacement warrenty (\$1993.56). This warrenty will replace all equipment within a five year period that goes bad.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$3056.00

CDE Comments:

Funded FTE Count:	694	Bonded Debt Approved:	
Assessed Valuation:	\$67,411,742.00	Year Bonded Election Approved:	
PPAV:	\$97,205.11	Bonded Debt Failed:	
Bonded Debt:	\$4,660,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$13,482,348.40	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	34.56%	Median Household Income:**	\$17,003.00
Bond Capital Remaining:	\$8,822,348.40	Free or Reduced Lunch %:	54.02%
Existing Bond Mill Levy:	8.14	State Financial Watch:	No

Who Owns the Facility: District

If it's a 3rd Party Explain:

If it's a Charter School, Where will the Facility Revert To:

Charter School Fund Balance:

Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$10,759.68
Current Project Match:	\$6,052.32
Current Total Project Cost:	\$16,812.00
Previous Grant Awards:	\$0.00
Previous Matches:	\$0.00
Future Grant Requests:	\$0.00
Future Matches:	\$0.00
Total for all Phases:	\$15,284.00
Cost Per Sq Ft:	\$4.00
Cost Per Pupil:	\$65.00

Affected Sq Ft:	70,062
Master Plan Complete:	No
CDE Minimum Match Percent:	36
Actual Match Provided:	36
Was a Waiver Letter Required:	N/A
FCI:	56.71%
CFI:	64.70%
Inflation:	0
Davis- Bacon Wage Requirement:	

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Stratton R-4 – Elementary School – Security Cameras

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	22,821
Replacement Value:	\$4,337,737
Condition Budget:	\$2,176,297
Total FCI:	50.17%
Energy Budget:	\$0
Suitability Budget:	\$981,300
Total RSLI:	26%
Total CFI:	72.8%
Condition Score:	2.49
Energy Score: (20%)	3.80
Suitability Score: (40%)	4.06
School Score:	3.38



Q#127- The facilities are not equipped with closed circuit video and key card or key pad building access. Rated a 1.0

Stratton R-4 – Middle/High School – Security Cameras

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	57,740
Replacement Value:	\$13,407,701
Condition Budget:	\$4,997,885
Total FCI:	37.28%
Energy Budget:	\$0
Suitability Budget:	\$1,146,500
Total RSLI:	26%
Total CFI:	45.8%
Condition Score:	3.14
Energy Score: (20%)	3.50
Suitability Score: (40%)	4.50
School Score:	3.75



Q#127- The facilities are not equipped with closed circuit video and key card or key pad building access. Rated a 1.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: STRATTON R-4

Project Rank: 4.90

County: KIT CARSON

Applicant Priority #: 1

Project Title: Security Cameras to Protect Property from Vandalism

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Stratton School District is pursuing a BEST grant to assist financially in the purchase and installation of security cameras. Stratton is located on Interstate 70, approximately 150 miles east of Denver. The school has a pupil membership of 212 student's preschool-12th grade. Because of the location and size, Stratton is considered a frontier community and lacks the many resources that are available in larger communities. Stratton is home to one town marshal who provides patrol during day hours and is on call during the nighttime. The Sheriff's Department and Colorado State Patrol are both located 18 miles east of Stratton. History proves that most of the criminal incidences at the schools have occurred during the night hours and because of the lack of surveillance, there becomes the burden of proof. The surveillance cameras are infrared for night vision, which will enhance the ability to collect evidence and expedite the investigation process.

In addition, it is our intention to place security cameras inside the main entryways into the schools. Office personnel share other duties throughout the school and it is unrealistic to think that someone is always present at the front desk. The placement of these cameras will enable school personnel to manage those that enter and exit the school.

Superintendent Eric Moser has past experience with security cameras at other schools where he presided as superintendent and experienced reduced incidences of crimes towards the school. The option of security cameras provide other positive aspects not only as a security measure but financially as well. The school will actually purchase and own the system, once the infrastructure is in place there is no maintenance needed, and after the life expectancy of the cameras, there will only be the purchase of the camera itself when needed. There are no monthly fees but will be provided with free technical support by phone. The school district will profit from a discount on the insurance premium once the cameras are in place and functional.

Other positive features of security cameras are that they are hardwired which eliminates outside interference from cell phones, satellite television etc. This particular system has a digital video recorder that will alert staff of any problems within the system. It is internet compatible, which provides the option of remote surveillance. This system also provides date and time stamped video along with the ability to download still pictures for references. Lastly, when school is not in session the system maintains three weeks of storage.

In conclusion, the installation of these security cameras will provide the additional security that is lacking from our current resources. This reasonable investment will expand our ability to manage and control what goes on in our schools in session or not.

Issue: Security

Deficiencies Associated with this Issue:

Our greatest deficit is our lack of available resources. There is nothing in place that defends this school against the cost of replacing and repairing school property. The school is the foundation of this community and we need to expand our measures to protect this school as effectively and efficiently as possible. We must create some sort of deterrent against the theft and vandalism that this school is experiencing, because the manpower is not available. We believe the function of security cameras will provide this school with the tools to provide a safer environment for our students.

Proposed Solution to Address the Deficiencies Listed Above:

It is the plan to place cameras at strategic points that will cover all entrances and the entire perimeter of the campus. This option will allow for security coverage 24 hours a day 7 days a week. The Digital Video Recorder will alert staff to any malfunctions within the internal system. The life expectancy of the security cameras is 5 years with a 2-year warranty. This school district budgets \$20,000 per year for building maintenance, which would include the upkeep of the cameras we feel this is adequate to keep this security opportunity functional. In addition, the cameras will be insured for damage.

How Urgent is this Project:

It is our hope to have the security cameras in place no later than August of 2010. Of course, ideally the sooner the better but realistically that may not be an option.

What is the Cost Associated with this Project:

\$14,252.00

How Does this Project Conform with the Construction Guidelines:

1.2.1. Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law;

How does the Applicant plan to Maintain this Project if it is Awarded:

WatchPoint, the company that sells and installs the security cameras states that no maintenance is necessary. There is a Digital Video Recorder within the system to alert personnel of any problems. There is a two-year warranty included in the total cost of the system. Stratton School District allocates \$20,000 per year for building maintenance.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$20,000.00

CDE Comments:

Funded FTE Count:	176	Bonded Debt Approved:	
Assessed Valuation:	\$12,747,188.00	Year Bonded Election Approved:	
PPAV:	\$72,633.55	Bonded Debt Failed:	
Bonded Debt:	\$0.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$2,549,437.60	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	0.00%	Median Household Income:**	\$16,494.00
Bond Capital Remaining:	\$2,549,437.60	Free or Reduced Lunch %:	53.93%
Existing Bond Mill Levy:	0	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$9,406.20	Affected Sq Ft:	57,000
Current Project Match:	\$6,270.80	Master Plan Complete:	No
Current Total Project Cost:	\$15,677.00	CDE Minimum Match Percent:	40
Previous Grant Awards:	\$0.00	Actual Match Provided:	40
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	43.73%
Future Matches:	\$0.00	CFI:	59.30%
Total for all Phases:	\$14,252.00	Inflation:	0
Cost Per Sq Ft:	\$3.00		
Cost Per Pupil:	\$67.00	Davis- Bacon Wage Requirement:	

-Facilities Affected By This Grant Application-

Montrose RE-1J – Johnson Elementary – Perimeter Fence

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	48,300
Replacement Value:	\$11,006,027
Condition Budget:	\$287,658
Total FCI:	2.61%
Energy Budget:	\$0
Suitability Budget:	\$1,924,600
Total RSLI:	58%
Total CFI:	20.1%
Condition Score:	4.87
Energy Score: (20%)	3.65
Suitability Score: (40%)	4.07
School Score:	4.31



Q#65.1- The school site has major fencing inadequacies. Many entrances and exits are not limited where needed for security. Rated a 2.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: MONTROSE RE-1J

Project Rank: 4.90

County: MONTROSE

Applicant Priority #: 5

Project Title: ES Perimeter Fencing

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

When Johnson Elementary was constructed in 2004-2005, perimeter fencing was not installed in order for the campus to have an "open feeling". The campus sits on a hill overlooking the San Juan Mountains and offers a great view of the Uncompahgre Valley. The downside to this is that the campus is currently open to people walking onto the campus with no restrictions. The greatest concern is that the students' safety is compromised without the fencing installed. With the lack of fencing around the entire campus, and the playground, the students are susceptible to the dangers beyond the school site perimeter. One of the threats that school safety experts see is when unauthorized people get to enter the school premises; students and staff are at more risk to intruders entering the campus at various locations. Additionally, there have been several instances of vandalism since the opening of the school, including a break in during the summer of 2008 that caused several thousand dollars in damage. . As the location of the school to the east from the City of Montrose, law enforcement is unable to watch the school as closely as they would like. Without fencing, this facility remains a target for vandalism on a regular basis, which has cost the district substantial financial burden.

After reviewing the drawings of the campus with local law enforcement officials, school administrators and Johnson School parents and staff, the school district maintenance department has priced installation of fencing that would go in front of the school and on the north end of the campus to enclose the entire playground. The fencing will serve primarily as an enclosure to playgrounds and areas that students might be present in during the day, with a focus on mostly the sides and rear of school properties. This would create an closed campus and create a few specific entry points into the campus, as opposed to several locations that are impossible to monitor all at once. The fencing proposed to be installed would chain link that would be six (6) foot high with 9 gauge wire. With chain link fence, the wires run vertically and are bent into a zig-zag pattern so that each "zig" hooks with the wire immediately on one side and each "zag" with the wire immediately on the other. This forms the characteristic diamond pattern seen in this type of fence. Total length of the six foot fencing would be 1,705 feet in distance, and the fence would be held up with steel posts. The chain link fencing along the existing playground side would be four (4) feet high with a total distance of 288 feet with steel post. All of the posts along the entire installation would be cemented into the ground for permanent security and strength. Our reason for selecting chain-link fence over another type of fencing material is the fact that chain link is relatively low cost and ease of installation, and easy to repair is damaged. Another reason is that the chain link fence has an open weave, thus the fencing is transparent, and does not obscure sunlight from either side of the fence. If in the future, the district decides to limit the view into the school from the fence, the view can be minimized easily achieved by the insertion of slats on the fence itself or the installation of a mesh material. We feel that fencing these areas will significantly reduce the security threat to the building and also to the students while on the playground. Currently the students on the playground have little protection from an outsider who may want to enter the campus from any direction.

Issue: Security

Deficiencies Associated with this Issue:

When Johnson Elementary was constructed in 2004-2005, perimeter fencing was not installed in order for the campus to have an "open feeling". The campus sits on a hill overlooking the San Juan Mountains and offers a great view of the Uncompahgre Valley. The downside to this is that the campus is currently open to people walking onto the campus with no restrictions. The greatest concern is that the students' safety is compromised without the fencing installed. With the lack of fencing around the entire campus, and the playground, the students are susceptible to the dangers beyond the school site perimeter. One of the threats that school safety experts see is when unauthorized people get to enter the school premises. Many experts agree that students and staff are at more risk to intruders entering the campus at various locations. Additionally, there have been several instances of vandalism since the opening of the school, including a break in during the summer of 2008 that caused several thousand dollars in damage. Had fencing been installed, the vandals would have had to climb the fence in order to get to the school building. Additionally, there escape route might have been limited and thus making the act less likely to happen. The deterrent of fencing would have help in this case. As the location of the school to the east from the City of Montrose, law enforcement is unable to watch the school as closely as they would like. Without fencing, this facility remains a target for vandalism on a regular basis, which has cost the district substantial financial burden.

Proposed Solution to Address the Deficiencies Listed Above:

After reviewing the drawings of the campus with local law enforcement officials, school administrators and Johnson School parents and staff, the school district maintenance department has priced installation of fencing that would go in front of the school and on the north end of the campus to enclose the entire playground. The fencing will serve primarily as an enclosure to playgrounds and areas that students might be present in during the day, with a focus on mostly the sides and rear of school properties. This would create a closed campus and create a few specific entry points into the campus, as opposed to several locations that are impossible to monitor all at once. The fencing proposed to be installed would chain link that would be six (6) foot high with 9 gauge wire. With chain link fence, the wires run vertically and are bent into a zig-zag pattern so that each "zig" hooks with the wire immediately on one side and each "zag" with the wire immediately on the other. This

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How Urgent is this Project:

The student in this school need protection. It is a growing concern among the staff and administration at this school. With the current economic times and growing crime in our area, the district feels that this is a project that has a degree of urgency. Safety of our students is a primary focus of our district along with education. Without installation of the proposed fencing, the campus will remain exposed to threat of a serious and possibly violent nature (i.e., abduction, domestic violence).

What is the Cost Associated with this Project:

\$18,000.00

How Does this Project Conform with the Construction Guidelines:

This project conforms to the current guidelines, as well as the overall design of the campus. The increased security which would result from this project would also help us to better conform to the guidelines and requirements as set forth by local law enforcement and the community, at large.

How does the Applicant plan to Maintain this Project if it is Awarded:

Warranty of fencing materials and labor will be provided. Maintenance is budgeted annually through General Fund Operating budgets. The maintenance budget averages between \$400,000 to \$600,000 per year and covers all expenses related to the upkeep and require repairs within the district. Through this fund any items that are not covered by the aforementioned warranties will be take care of.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$0

CDE Comments:

Funded FTE Count:	6,010	Bonded Debt Approved:	\$23,000,000
Assessed Valuation:	\$539,295,585.00	Year Bonded Election Approved:	2002
PPAV:	\$89,725.58	Bonded Debt Failed:	\$13,000,000
Bonded Debt:	\$9,210,000.00	Year Bond Election Failed:	1999
Total Bonding Capacity:	\$107,859,117.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	8.54%	Median Household Income:**	\$17,463.00
Bond Capital Remaining:	\$98,649,117.00	Free or Reduced Lunch %:	54.84%
Existing Bond Mill Levy:	1.562	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$10,584.00	Affected Sq Ft:	48,300
Current Project Match:	\$8,316.00	Master Plan Complete:	No
Current Total Project Cost:	\$18,900.00	CDE Minimum Match Percent:	44
Previous Grant Awards:	\$0.00	Actual Match Provided:	44
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	2.61%
Future Matches:	\$0.00	CFI:	20.10%
Total for all Phases:	\$18,000.00	Inflation:	1
Cost Per Sq Ft:	\$2.00		
Cost Per Pupil:	\$30.00	Davis- Bacon Wage Requirement:	

**FY2010-11 BUILDING EXCELLENT SCHOOLS TODAY
BEST LEASE-PURCHASE GRANTS**

SORTED BY RANK



**DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION
ASSISTANCE**

JUNE 2010

BEST FY10-11 APPLICATION SUMMARIES

All Applications for BEST Lease-Purchase Grants Sorted By Project Rank

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
93 / 303	1.85	ADAMS	WESTMINSTER 50	MS Roof Replacement	\$898,265.28	\$283,662.72	\$1,181,928.00	65.51%	81.60%	\$14	1
306	1.81	CSI	ROSS MONTESSORI SCHOOL	New K-8 School	\$11,846,342.00	\$366,381.00	\$12,212,724.00	27.50%	74.30%	\$302	1
129 / 317	1.75	BOULDER	ST VRAIN RE 1J	HS ACM Abatement and New Fire Sprinkler	\$1,010,880.78	\$1,052,141.22	\$2,063,022.00	48.72%	62.10%	\$63	1
320	1.70	EL PASO	PEYTON 23 JT	Junior High Addition to HS	\$3,054,054.00	\$2,601,602.00	\$5,655,657.00	42.11%	52.60%	\$247	1
327	1.61	BOCES	Pikes Peak BOCES	Special Needs School for Students with Disabilities	\$24,095,898.00	\$0.00	\$24,095,898.00	60.45%	132.00%	\$370	1
340	1.48	JEFFERSON	ROCKY MOUNTAIN DEAF SCHOOL	New School for Deaf Pupils	\$17,633,639.00	\$1,125,551.00	\$18,759,190.00	23.58%	107.00%	\$279	1
217 / 357	1.12	JEFFERSON	JEFFERSON R-1	State Required Waste Water Improvements	\$886,679.60	\$1,330,019.40	\$2,216,699.00	28.81%	36.90%	\$13	1
360	1.00	EAGLE	EAGLE COUNTY CHARTER ACADEMY	New K-8 School to Replace Modulars	\$8,534,060.00	\$2,844,686.00	\$11,378,747.00	39.08%	111.00%	\$240	1
374	1.00	MONTROSE	VISTA CHARTER SCHOOL	6-8 Alternative School Facility Replacement	\$4,595,063.00	\$1,531,688.00	\$6,126,750.00	98.61%	207.00%	\$346	1
381	0.97	PARK	LAKE GEORGE CHARTER SCHOOL	New PK-6 School	\$6,488,532.00	\$969,550.00	\$7,458,083.00	82.82%	105.00%	\$338	1
387	0.95	FREMONT	FLORENCE RE-2	MS Renovation and Addition	\$12,670,029.00	\$527,917.00	\$13,197,947.00	60.47%	101.00%	\$141	3
395	0.89	FREMONT	FLORENCE RE-2	ES Renovations and Addition	\$9,311,358.00	\$3,803,230.00	\$13,114,589.00	70.08%	89.90%	\$153	1

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
403	0.87	ADAMS	MAPLETON 1	SUPPLEMENTAL Campus Improvements, Renovations, Additions	\$42,987,846.00	\$10,746,961.00	\$53,734,808.00	45.68%	86.30%	\$176	1
410	0.86	EL PASO	ELLCOTT 22	MS Replacement	\$14,972,053.00	\$151,232.00	\$15,123,286.00	50.16%	84.20%	\$218	1
423	0.85	ADAMS	CORRIDOR COMMUNITY ACADEMY	New PK-6 School	\$4,847,909.00	\$599,179.00	\$5,447,089.00	5.90%	82.50%	\$259	1
429	0.79	ELBERT	ELBERT 200	PK-12 School Replacement	\$16,296,655.00	\$3,577,314.00	\$19,873,970.00	46.71%	69.90%	\$262	1
77 / 435	0.79	MONTROSE	MONTROSE RE-1J	MS HVAC Upgrade	\$560,560.00	\$440,440.00	\$1,001,000.00	51.78%	70.80%	\$12	2
438	0.78	PROWERS	HOLLY RE-3	New PK-12 School Facility	\$25,064,111.00	\$3,417,833.00	\$28,481,945.00	45.97%	68.75%	\$269	1
190 / 450	0.73	ARAPAHOE	SHERIDAN 2	HS Security Renovations to Control Access	\$905,617.52	\$285,984.48	\$1,191,602.00	53.92%	58.10%	\$96	3
195 / 455	0.67	ARAPAHOE	SHERIDAN 2	Security Camera, Intercom, Access Control at Multiple Locations	\$649,241.40	\$205,023.60	\$854,265.00	26.91%	46.66%	\$2	4
461	0.64	WELD	CORE KNOWLEDGE PROJECT (FRONTIER ACADEMY)	Major K-5 School Renovation	\$6,691,143.00	\$1,180,790.00	\$7,871,934.00	17.68%	41.20%	\$102	1
476	0.62	PUEBLO	PUEBLO CITY 60	ES/MS Renovation & Addition	\$3,937,500.00	\$750,000.00	\$4,687,500.00	19.70%	36.20%	\$215	1
480	0.61	ADAMS	MAPLETON 1	PK-12 Safety & Security Upgrades	\$6,009,011.00	\$1,502,252.00	\$7,511,264.00	63.91%	131.00%	\$87	3
487	0.61	PITKIN	ASPEN COMMUNITY CHARTER SCHOOL	New K-8 School	\$6,541,657.00	\$4,361,104.00	\$10,902,762.00	59.63%	131.00%	\$429	1
498	0.61	PUEBLO	PUEBLO RURAL 70	HS Classroom Addition	\$2,024,733.00	\$1,189,129.00	\$3,213,863.00	6.72%	35.30%	\$184	1

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
501	0.59	CHAFFEE	SALIDA R-32	ES Replacement	\$7,705,401.00	\$11,088,260.00	\$18,793,661.00	89.18%	128.00%	\$327	2
506	0.59	DENVER	DENVER 1	K-8 School Replacement	\$9,576,238.00	\$8,839,604.00	\$18,415,842.00	75.53%	127.00%	\$175	1
513	0.54	ROUTT	NORTH ROUNTT CHARTER SCHOOL	SUPPLEMENTAL New K-8 Campus	\$3,186,671.00	\$796,667.00	\$3,983,339.00	36.91%	119.00%	\$299	1
519	0.52	CHAFFEE	SALIDA R-32	HS Replacement	\$16,234,914.00	\$23,362,437.00	\$39,597,352.00	74.83%	114.00%	\$323	1
524	0.50	BOULDER	HORIZONS K-8 ALTERNATIVE CHARTER SCHOOL	PK-8 School Renovation	\$5,098,047.00	\$3,542,711.00	\$8,640,758.00	70.54%	111.00%	\$171	1
535	0.49	ARAPAHOE	ADAMS-ARAPAHOE 28-J	ES Replacement	\$8,530,629.00	\$6,435,387.00	\$14,966,017.00	63.18%	108.00%	\$204	1
541	0.48	MESA	MESA VALLEY 51	ES RTU and HVAC Controls Replacement	\$702,679.00	\$931,458.00	\$1,634,138.00	68.62%	106.00%	\$42	1
544	0.44	WASHINGTON	OTIS R-3	Major Jr/Sr HS Renovation	\$9,657,068.00	\$2,884,578.00	\$12,541,647.00	67.68%	98.00%	\$249	1
550	0.40	ADAMS	MAPLETON 1	Districtwide Safety/Security	\$8,954,680.00	\$2,238,670.00	\$11,193,350.00	47.42%	91.18%	\$28	4
557	0.39	ADAMS	WESTMINSTER 50	New ES	\$17,797,141.00	\$5,620,149.00	\$23,417,291.00	62.11%	89.30%	\$262	1
560	0.39	EL PASO	FALCON 49	MS Renovation and Addition	\$9,214,887.00	\$8,506,050.00	\$17,720,937.00	44.05%	88.90%	\$152	1
569	0.35	MONTROSE	WEST END RE-2	New PK-12 School	\$18,149,670.00	\$9,349,830.00	\$27,499,500.00	58.85%	80.70%	\$294	1
577	0.34	WASHINGTON	AKRON R-1	Replace ES/JRHS & HS With PK-12 School	\$16,389,645.00	\$7,712,774.00	\$24,102,420.00	64.08%	78.80%	\$233	1

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Cost Per Sq Ft	Priority #
141 / 587	0.28	LARIMER	POUDRE R-1	Fire Alarm Replacement at Multiple Sites	\$579,552.62	\$680,344.38	\$1,259,897.00	51.43%	68.90%	\$1	1
204 / 599	0.25	FREMONT	FLORENCE RE-2	ES Misc Renovations-HVAC, Restrooms, ADA, Tuck pointing and Water Infiltration	\$624,249.56	\$197,131.44	\$821,381.00	37.91%	62.90%	\$9	2
604	0.22	ARAPAHOE	SHERIDAN 2	New MS	\$25,259,935.00	\$1,901,285.00	\$27,161,220.00	24.68%	56.70%	\$221	1
614	0.21	RIO GRANDE	MONTE VISTA C-8	ES Addition/Renovation & HS Replacement	\$28,266,323.00	\$4,601,494.00	\$32,867,818.00	33.62%	55.45%	\$218	1
166 / 626	0.19	ARAPAHOE	ADAMS-ARAPAHOE 28-J	Multiple Facility Electronic Lock Replacement	\$744,040.00	\$234,960.00	\$979,000.00	35.46%	51.15%	\$0	2
633	0.15	EL PASO	EDISON 54 JT	Jr/Sr HS Renovations	\$2,629,582.00	\$0.00	\$2,629,582.00	26.99%	43.80%	\$124	1
186 / 637	0.13	ARAPAHOE	SHERIDAN 2	ES Security Renovations to Control Access	\$813,780.64	\$256,983.36	\$1,070,764.00	14.59%	39.20%	\$286	2
641	0.13	SAGUACHE	CENTER 26 JT	ES Replacement	\$26,759,322.00	\$4,722,233.00	\$31,481,555.00	35.71%	39.90%	\$241	1
648	0.00	DENVER	ODYSSEY CHARTER ELEMENTARY SCHOOL	New PK-8 School	\$10,487,956.00	\$3,684,957.00	\$14,172,914.00	2.07%	14.10%	\$209	1

-Facilities Affected By This Grant Application-

Westminster 50 – Scott Carpenter Middle School – Roof Replacement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	83,991
Replacement Value:	\$21,315,095
Condition Budget:	\$13,963,735
Total FCI:	65.51%
Energy Budget:	\$29,397
Suitability Budget:	\$3,410,300
Total RSLI:	14%
Total CFI:	81.6%
Condition Score:	1.72
Energy Score: (20%)	2.50
Suitability Score: (40%)	4.23
School Score:	2.88



Q#110.4- The roof covering in poor condition with reported leaks. Rated a 2.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: WESTMINSTER 50

Project Rank: 1.85

County: ADAMS

Applicant Priority #: 1

Project Title: MS Roof Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Scott Carpenter is presently a Middle School that has approximately 600 students and 66 staff members. This school is included in the Facility Master Plan. This school's roof is one of our roofs that is in most need of repair.

Issue: Roof

Deficiencies Associated with this Issue:

The roof is approximately 30 years old and is in constant need of repair. It has outlasted its useful life. The repairs are not holding. The district has spent over 20,520.00 on roof repairs for this roof in the last five years. The walls and ceiling tiles are damaged each time it rains or snows. Wet ceiling tiles increase the risk of the ceiling falling on students, staff, or equipment and supplies. The moisture in the building increase the risk of mold damage, and indoor air quality issues. When the roof leaks, staff must move equipment and place trask cans under the leaks. This causes classroom disruption.

Proposed Solution to Address the Deficiencies Listed Above:

Replace the roof with new white EPDM fully-adhered roofing, to include:

-Rough carpentry at curbs and perimeter

-790 squares EPDM roofing

- setup

Tear off

Low rise bonding adhesive

2 layers 2.5" insulation/crickets

1/2" dense-deck coverboard insulation

Pavers and walkpads

Single-ply membrane

New roof hatches

Sheet metal flashing

Painting of misc. surfaces

New overflow scuppers

New roof drains

Project to be overseen by Roofing Consultant/Owers Representative to include:

Schematic design/design development

Construction documents

Construction administration

Assist with competitive bid process

Assis with bid evaluation

Assist with "punch list" and warranty issues

The white roof will keep the building cooler during the summer, reducing air conditioning costs.

How Urgent is this Project:

This project is deemed as somewhat urgent because the roof will continue to deteriorate each year we wait to replace it. The situation will only get worse.

What is the Cost Associated with this Project:

1,118,546

How Does this Project Conform with the Construction Guidelines:

This project will meet the specifications in 3/2 of the Construction Guidelines. It meets 3.2.1.2 criteria for low sloping roofing material-Ethylene Propylene Diene Monomer.

How does the Applicant plan to Maintain this Project if it is Awarded:

The district allocated \$100,000 to \$125,000 roof repairs annually. The district will require a 30-year warranty on this roof and will require the contractor to repair any problems during the warranty period. The roof will be inspected quarterly. The district contracts out roof repairs as needed for all roofs in the district.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$40,000 to \$45,000

CDE Comments:

FACILITY ASSESSMENT SUPPORTS THE NEED FOR A PARTIAL ROOF REPLACEMENT. FCI=66, CFI=82.

Funded FTE Count:	8,852	Bonded Debt Approved:	\$98,600,000
Assessed Valuation:	\$551,961,890.00	Year Bonded Election Approved:	2006
PPAV:	\$62,350.96	Bonded Debt Failed:	
Bonded Debt:	\$104,535,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$110,392,378.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	94.69%	Median Household Income:**	\$19,552.00
Bond Capital Remaining:	\$5,857,378.00	Free or Reduced Lunch %:	72.26%
Existing Bond Mill Levy:	14.75	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$898,265.28	Affected Sq Ft:	77,023
Current Project Match:	\$283,662.72	Master Plan Complete:	Yes
Current Total Project Cost:	\$1,181,928.00	CDE Minimum Match Percent:	23
Previous Grant Awards:	\$0.00	Actual Match Provided:	24
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	65.51%
Future Matches:	\$0.00	CFI:	81.60%
Total for all Phases:	\$1,125,646.00	Inflation:	10
Cost Per Sq Ft:	\$14.00	Davis- Bacon Wage Requirement:	\$0
Cost Per Pupil:	\$1,876.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Ross Montessori Charter School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	16,440
Replacement Value:	\$3,550,397
Condition Budget:	\$976,197
Total FCI:	27.50%
Energy Budget:	\$0
Suitability Budget:	\$1,662,800
Total RSLI:	42%
Total CFI:	74.3%
Condition Score:	3.63
Energy Score: (20%)	0.85
Suitability Score: (40%)	2.51
School Score:	2.62



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ROSS MONTESSORI SCHOOL

Project Rank: 1.81

County: CSI

Applicant Priority #: 1

Project Title: New K-8 School

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The mission of Ross Montessori School (RMS) is to provide an authentic Montessori education from kindergarten through 8th grade to children in the Roaring Fork Valley. Each student's intellectual, emotional, social, physical and spiritual needs are addressed. The ultimate goal is to develop competent, responsible, and independent global citizens who are innovative problem-solvers and lifelong learners. Strong parent participation and commitment to high quality education further enhance the unique educational experience.

RMS serves a diverse student community using the "whole child" approach developed by Dr. Maria Montessori. The school has multi-age classrooms: Primary: ages 3-6, Lower Elementary: ages 6-9, Upper Elementary: ages 9-12, and Erdkinder: ages 12-14.

In 2006, the entire school community got together and developed the following vision for 2016:

RMS is a nationally renowned model for authentic, public Montessori education. RMS offers a comprehensive curriculum that unites an outstanding academic experience that is individualized and developmentally appropriate with outdoor education, fine arts, music, language studies, health and community service work. Our teachers are all highly qualified with Montessori certification. They exhibit a genuine respect for children and embody our school's core values of respect, responsibility, love of learning and acceptance.

Our children regularly practice environmental conservation and responsibility as they develop global awareness and environmental consciousness. Our school calendar allows for year round learning opportunities, summer programs and work opportunities for students and faculty.

An AMS accredited school; RMS is managed through a transparent relationship between the administration, board and faculty. Collaborative leadership guides students, faculty, parents and the community toward shared successes.

The RMS campus supports and reflects our values and philosophy and is conveniently located on a sustainable setting. The facility is environmentally sound, energy efficient and technologically advanced. The welcoming atmosphere, staff quality, progressive administration, student centered classrooms and host of extracurricular activities create an exceptional education for all students.

From 2001-2005, there was a successful Montessori strand of education housed within the local district elementary school. During the winter of 2005, the local school board, decided to disband the Montessori program. A group of parents wanted to continue the Montessori option in the Roaring Fork Valley, so they applied for and were granted a charter to start RMS in March 2005. School needed to be ready for operation in only 5 months to serve the students who quickly enrolled. No appropriate buildings were available that would work for this purpose and building a new facility was not possible in the short time frame. Subsequently, just over an acre of land and a 12,000 square foot modular building were leased. RMS opened its doors to approximately 135 students in August 2005.

Five years later, RMS has grown and now serves 215 students from Rifle to Basalt. Three additional modular buildings and .5 acres of additional land have been leased to accommodate this growth. RMS has now reached maximum capacity for its current buildings and site.

RMS is pursuing a BEST grant for the construction of a new school because our current location and facilities are unsafe, inadequate and do not support a quality educational experience. The RMS community has grown stronger and more successful each year, but attracting and retaining faculty and students will be very difficult without a new facility and site.

Issue: New School

Deficiencies Associated with this Issue:

The existing school location itself poses many problems. RMS is located in the middle of an industrial park. There are Federal Express delivery, construction, and waste disposal trucks on one side. These trucks idle for prolonged periods every day as students are coming to school, exposing them to harmful diesel fumes. In another adjacent business, hazardous wastes are kept in open barrels less than 10 yards from the playground. Trucks drive near the campus frequently and even though 15 mph speed limit signs are posted, they do not follow the law. It is dangerous for students to cross the street to go to town or to the open space across the street. Students often go to both of these areas for outdoor education or educational field trips. There are homeless people living on the property surrounding the school campus. This is a safety concern. Additionally, RMS is within 4 blocks of three marijuana stores and one liquor store. As the school has grown, the parking lot has not been able to accommodate the increased traffic and also poses major safety concerns. There are no clearly marked walkways and students need to walk through the drop off lane from the parking lot. The gravel surfacing makes it very challenging to mark off safety zones. Lighting is nonexistent in the parking lot and inadequate in the front of the building making it very dark and hazardous at night as well as

inviting to some criminal activity. There has already been one break-in at the school. Potential parents have stated that they will not, "...allow their child to attend a school in an industrial zone." As dangerous as the location itself is, there are many more health and safety issues with the modular buildings themselves.

First, all RMS modular buildings are made with wood framing. There are no sprinkler systems, no fire doors, and no telephone system/intercom that allow communication from one building to another. In the event of a fire, communication would have to happen through cell phones or by physically going from modular building to modular building. This is time consuming and unsafe. The buildings would burn quickly if a fire were to occur likely result in total destruction of the school and human injury/loss.

Second, there are no solid foundations under any of the modular buildings. They all sit on raised concrete blocks. Consequently, the building settles and causes doors to not close or lock properly, and also causes cracks in the flooring. An interior wall in the art room actually broke loose due to building settling and fell on a student. Because of a poor foundation and the fact that the modular building skirts cannot be adequately sealed, there are many rodents residing underneath the buildings posing a health issue. Several mice and rats are caught regularly each week during the fall semester and throughout the year. There have also been several sightings of skunks and marmots under the modulars.

Third, the electrical system is unsafe and defective. The electrical box itself is housed outside the building and is poorly secured. Ice accumulates on the electrical box poses a safety risk. The library and junior high modular buildings are wired for 208-volt, not the 220-volt that the HVAC system requires. There are inadequate outlets in all of the classrooms and common areas and several computers have shorted out and people have received shocks.

Fourth, the HVAC system is ineffective and highly inefficient. For one room to be comfortably heated, the adjacent room becomes unbearably hot and the windows must be opened to cool it down. The opposite happens when the air conditioning system is operating. The air quality in the main building was rated poor by the Parson's assessment with high levels of carbon dioxide. The bathrooms have limited ventilation and smell bad. There is clearly not an effective air exchange.

Fifth, the siding is bowed in numerous places in all of the modular buildings indicating water infiltration. During this past January, water seeped through the walls in two of the Kinder rooms and the main office area. It damaged materials in the classrooms and created huge puddles of water. This poses a mold concern and makes insulation very ineffective. Of course, heating and cooling bills are very expensive. Additionally, the roof leaks in several places. Numerous leaks (30 in 4.5 years) have been fixed only to have new ones appear. There have been leaks in 11 rooms and over 100 ceiling tiles have been replaced in the 4-1/2 years that the school has been open. In January, the roof had another huge leak in the common area that came perilously close to damaging the school's only \$5,000 smart board. Several ceiling tiles are damaged (two fell down due the weight of the water) and a large trashcan was in place to catch the drainage from the roof in the common area until it could be fixed. These problems are never ending.

Sixth, rain gutters ice up in the winter and ice damming is evident. Dangerous icicles form on the gutters above student walkways. There is also extensive ice buildup at the entrance to the school and between modular buildings on the west side. When the modulars were placed, there was no thought about taking advantage of passive solar effects; they were placed to maximize playground space and accommodate water and sewer easements. The north facing entrance is a serious hazard and many staff, students and family members have fallen and been injured. Although these areas are shoveled and salted regularly, ice accumulation is an ongoing problem. Winter weekends often result in huge ice issues on Monday.

Seventh, three modular buildings that house student classrooms, the art room, the music room and the library have no water supply or sanitation facilities. This requires students to walk unsupervised to and from the main building when they go to the restroom or when they need to wash or get a drink of water. Lack of water in the rooms is an additional safety concern from a medical/safety point of view.

Eighth, two of the modular buildings listed above are not handicapped accessible. The main building has two ramps, but they do not meet code requirements.

Ninth, there is no shade on the playground, which is fully exposed to southern sun. The students are outside for recess and outdoor education year round as there is no indoor facility for physical education. Several artificial shades have been tried over the years, but high winds either rip them or blow them away. The effects of exposure to harmful UV rays are well documented and high temperatures in the early fall and late spring pose overheating risks.

Finally, the school building is located directly over a main sewer line. The sewer line is located four feet below the ground. Three classrooms, the kitchen area and an office are in the path of the sewer line. The town of Carbondale's water main is located ten feet from the corner of the main school building. The town approved the placement of a temporary school building with a five-year window because of this issue. After five years, the site was to be vacated or pay to have the infrastructure moved to a different location. The end of the current school year coincides with the end of the five-year window (see attached agreement with Town of Carbondale).

In conclusion, there are countless structural, safety and health issues with the existing building and site. Several of the above noted deficiencies were not included in the Parson' assessment, but should be included when all of the corrections to this assessment are finished. It is not possible to mitigate enough of these factors in a cost effective manner to provide a safe educational experience for our students.

Proposed Solution to Address the Deficiencies Listed Above:

Because the location itself is poor for a school, moving the school is the only option. If we moved the modular buildings to the site that is under contract, the school would continue to be unsafe for all of the reasons listed above. Therefore, the only solution is to build a new facility on a safe, new site.

RMS has understood the need to move to a safe location and new facilities from its inception. To this end, a land committee was formed four years ago to search for an appropriate parcel of land. This search has been extensive. The goals for the land committee were to find a suitable building site in or near Carbondale for as little money as possible. Some remote sites that offered enough acreage for an affordable price were

not considered, as they would require the school community to commute for longer distances and drive on roads that are not well maintained during the winter months. Several sites in town with water and sewer service readily available were evaluated but deemed too expensive. The local school district, RE-1, would not consider leasing or selling abandoned schools (Carbondale Elementary School and Carbondale Middle School) to RMS. The property of those abandoned schools was transferred to the town of Carbondale with a deed restriction placed by RE-1 that banned RMS, or any other K-8 school from using the property. Two years ago, RMS did have a contract on a suitable 6 acre piece of land 4 miles out of town that was \$1.8M, but after much due diligence, it was determined that this piece of property would not work for the school because of water, septic, HOA and several other issues.

The current piece of land under contract is a 5.1 acre piece of rural land with a house and several outbuildings that is just under 1 mile out of town and accessible by a bike path. Extensive due diligence has been done and it has been determined that this site will be able to accommodate a well and septic system that is adequate for up to 280 students and 30 staff. RMS has hired Ken Hamilton, water engineer, to assist with designing a septic and well system. This system was preliminarily presented to Garfield County and given an okay to proceed. This site is under contract for \$1.2 M. While this is a very large sum, it is important to understand the price of land in the Roaring Fork Valley. The following is a list of comparable properties that have sold in the past 36 months:

Address 500 Main 380 Main 311 Main 7th and Main Nth 3rd Street Delores Way Delores Way TBD Hwy 133 1340 Main TBD Vi
Main 911 Sopris Ave
Zoning HCC HCC HCC HCC HCC PUD PUD CL CT CRW C/T C/T C/T
Sold 1/06 1/06 6/06 7/06 1/07 1/07 1/07 3/07 5/07 7/07 7/07 9/07 2/08
Size 19,000 10,000 5,000 3,000 50,529 38,332 38,768 32,670 18,000 35,197 44,431 6,900 33,876
Price 1.43M 1.3M 485K 380K 1.75M 630K 630K 800K 405K 730K 2.65M 780K 1.67M
Price/sf 75 130 97 127 35 16 16 25 23 21 60 113 49
Condition Comm Land w/ permit SFR Raw Land Raw Land Raw Land Raw Land Raw Land Raw Land 11-units tr

The sold properties listed above have an average price of \$60.00 per square foot. The property RMS has under contract is \$5.33 per square foot. There are currently six active properties for sale in Carbondale and they have an average price of \$26.00 per square foot.

With a design committee made up of teachers, administration, students, parents, Studio B Architects, Hutton Architecture Studio and Fenton Construction have come up with a sustainable, inspiring and cost effective facility to house the new RMS. There has been much attention given to maximizing usage of each square foot of the facility, so many spaces serve multiple purposes. There has also been considerable attention given to maximizing the use of the land, as there are several building constraints due to the new site itself. The school facility needs to be constructed in such a way that there is enough room to accommodate adequate parking for the number of students and staff, a mounded septic system and a regulation sized soccer field.

Regarding infrastructure itself, a mounded septic system was determined to be the best for the new school site. Hooking into the water and septic system of the town of Carbondale was considered as it would be less costly to maintain in the long run and allow for more flexibility in use of the land, but this option was discarded due to a very high cost. The building site is .9 miles from the nearest sewer line and at a cost of approximately \$200/lineal foot, the cost of tying into the town system would have been approximately \$1.5M. A self-contained packaging plant was also discussed, but ultimately decided against because of the cost and the time it takes to get a permit is often 18-24 months and the school does not have the luxury of time to wait for this process to occur. Hence, Ken Hamilton, a water engineer hired by RMS over 1.5 years ago, designed a mounded septic system. This system will consist of 3 raised mounds located outside of the school building. Two mounds will be 20 feet by 60 feet and one mound will be 40 feet by 100 feet. Garfield County officials have seen preliminary plans and agree that this is a workable solution and does not violate any County regulations. These mounds will be aesthetically landscaped and used for functional outdoor space as gathering areas. No parking or building can occur over these mounds, as they will need to be accessed for maintenance every 8-10 years. Additionally, there will be 1 holding tank for domestic water installed as well as expansion of the current well. Finally, a wet well will be constructed to supply the fire suppression system. This would eliminate the need for an additional 20,000-gallon holding tank and provides the ability to fight any fire with grey water.

It has been determined by County regulations that the parking lot needs to be big enough to accommodate 70 parking spaces as well as large enough for a school bus and fire truck to turn around (50 feet radius). A traffic study will be conducted soon, as it is anticipated that RMS will need to improve the County Road 100 (Catherine Store Road) from which people turn off to access Willow Lane where the school will be located. Deceleration lanes may need to be added in both east and west-bound directions. The traffic study will be conducted in accordance with Garfield County requirements to determine the extent on the improvements. Because of the increased distance from town, it is likely that more students will ride the bus. RMS hopes to minimize the impact of traffic on our rural neighbors.

Together, the parking lot and septic/water systems allow for RMS to accommodate 280 students and 30 staff. Garfield county officials have also preliminarily approved this capacity.

Accommodating a full size soccer field was also an important factor in determining the size and location of the facility on the site. There are not enough soccer fields in and around Carbondale currently to meet the demand of practices and games. As a result, an additional soccer field will not only be beneficial to RMS, but also to the community as a whole.

The site has natural gas service onsite from Source Gas. Holy Cross is the electrical provider to the site. Currently, the site uses single-phase power, but RMS will require 3-phase service. This electrical upgrade will require some additional digging and infrastructure work to access the nearest 3-phase transformer, which is approximately 200 feet away.

Qwest is the telephone service provider for the site and wireless Internet service is provided by Sopris Surfers.

The new facility program is shown below. As stated before, much attention has been given to maximizing the usage of each space. Maximum efficiency with minimal facility footprint to minimize building costs was considered during each step of the design phase. As a result, the building will be two stories and be configured in an efficient rectangular shape. Further, great attention has been given to maximizing the use

of passive solar as well as minimizing the aesthetic impact both on the surrounding neighbors and on the landscape. Finally, adjacencies were very important in deciding which programs went where as it is important to keep the youngest children on the first floor but still have them able to access all of the special classes such as art and music.

Classrooms **Number** **Square Ft** **Total Square Feet**

Primary (ages 3-6) 3 990 2970
Lower Elementary (ages 6-9) 5 900 4500
Upper Elementary (ages 9-12) 4 900 3600
Erdkinder (ages 12-14) 2 900 1800
Restrooms (dispersed) 600
Storage rooms (dispersed) 300

Specialized Areas **Number** **Square Ft** **Total Square Feet**

Multipurpose/Cafeteria 1 1600 1600
Gym/Assembly 1 4200 4200
Gym Office/Storage 1 250 250
Foreign Language 1 550 550
Art (includes storage) 1 1200 1200
Music/Storage 1 900 900
Science Lab 1 990 990
Full Day Room 1 200 200
Break Out Rooms (including SPED) 4 200 800
Library/Media 1 800 800

Support Areas **Number** **Square Ft** **Total Square Feet**

Directors Office 1 120 120
Academic Dean 1 100 100
Health Room 1 120 120
Business Manager 1 100 100
Public/Student Restrooms 2 250 500
Administrative Storage Room 1 80 80
Conference Room 1 160 160
Staff Workroom/Lounge 1 250 250
Reception/Welcome Area 1 500 500
Staff Restrooms 2 45 90
Kitchen 1 600 600
Custodial Closet 2 90 180

Total Net Area of Facility 28,060

Total Gross Area (x1.37) 38,442

The total programming of the new facility approximately doubles the space currently available and provides the school with many more opportunities to provide a well-rounded education with dedicated spaces for physical education, science, special education and so on. Additionally, there are three more classrooms in the new facility. One lower elementary, one upper elementary class and one Erdkinder class have been added. The addition of these classrooms is justified by the waitlists that RMS has every year. Further, the population of Carbondale and Garfield County is expected to continue to increase at a rate of approximately 3% annually. There are more classrooms for younger students than for older ones to account for attrition due to people moving away and transferring to other schools. Montessori education is most beneficial when a student is exposed from a young age and it is difficult to transition into a Montessori program from a more traditional school after 3rd grade. Therefore, RMS does not try to recruit students past age 8.

How Urgent is this Project:

This is an urgent matter. The current facilities are not safe. The water main for the town of Carbondale is located within 10 feet of the school building and the town authorized the current location as a temporary solution. The school signed an agreement with the town that it would not be on its current site past September 2010. Further, the current landowners are in discussion with the town of Carbondale about developing the site where the school is currently located, and preliminary town approval has been granted to the developers. The school will be forced to move once development begins. It is also important to note that the school board and administration have been searching for land that is large enough and within a reasonable price ranges for the past four years. It has also been a priority to keep the school in or near the town of Carbondale in order to best serve the existing school community. Finding land to meet these requirements has been a major challenge, but the new property under contract meets all of them.

What is the Cost Associated with this Project:

\$11,381,166

How Does this Project Conform with the Construction Guidelines:

The new Ross Montessori School (RMS) facility will conform to the Colorado Department of Education Public Schools Construction Guidelines as described by the line item references below, beginning with “3. SECTION ONE.” (For the greatest possible clarity of terminology and intent, language is adapted and used directly from the Public Schools Construction Guidelines as adopted 10-07-09.)

RMS understands that these Guidelines are not mandatory standards, but rather guidelines to address health and safety issues, technology, site

requirements, building performance standards, functionality for core educational programs; capacity for expansion of services and programs; accessibility; and historic significance of existing facilities.

- 3.1. The new RMS building will be designed and constructed with a sound structural foundation, floor, wall and roof systems. Local snow, wind exposure, seismic, along with pertaining importance factors will be considered.
- 3.2. The new RMS building will be designed and constructed with a weather-tight roof that drains water positively off the roof and discharges the water off and away from the building. The concept design and Project Cost Summary includes installation of a warranted low-slope EPDM or TPO membrane roof system installed by a qualified contractor approved by the roofing manufacturer.
- 3.3. The new RMS building will be designed and constructed with a continuous and unobstructed path of egress from any point in the school that provides an accessible route to an area of refuge, a horizontal exit, or public way as required by the applicable building code. Doors, hardware, walls and egress components will be designed in accordance with the applicable building code and per a Facility Code Analysis (as described in the Public Schools Construction Guidelines).
- 3.4. The new RMS building will be provided with a potable water source and supply system complying with quality water as required by the Colorado Department of Public Health and Environment. Water quality shall be maintained and treated (reference, Colorado Primary Drinking Water Act and EPA Safe Water Drinking Act). The water supply system shall deliver water at a minimum normal operating pressure of 20 psi and a maximum of 100 psi to all plumbing fixtures. The RMS wells will be protected from unauthorized access.
- 3.5. RMS will be equipped with a building fire alarm and duress notification system designed in accordance with State and Local fire department requirements. Exceptions will include sheds and temporary facilities where code required systems are not mandatory and the occupancy does not warrant a system.
- 3.6. The new RMS building shall not include hazardous materials. RMS shall maintain an asbestos management plan.
- 3.7. The new RMS facility may be equipped with closed circuit video and keycard or keypad building access.
- 3.8. The new RMS building will include an Event Alerting and Notification system (EAN) utilizing an intercom/phone system located throughout the school for inter-school communications and communicate with agencies during emergency situations.
- 3.9. The RMS site and building will have signage clearly denoting the main entrance. The main entrance walking traffic will flow past and/or through the main office area and be visually monitored from the office. All other exterior entrances will be locked and have controlled access. Interior classroom door hardware will allow for lock downs and doors will include vision glass to allow line of sight into the corridors during emergencies.
- 3.10. The RMS site and building will be served by new electrical service and distribution systems designed and installed to meet all applicable State and Federal codes. Daylighting will be supplemented by artificial lighting to meet or exceed the Illumination Engineering Society of North America (IESNA) for educational facilities RP-3-00. Emergency lighting shall be available as required by electrical code.
- 3.11. The new RMS building will be provided with a safe and efficient mechanical system in accordance with the most current version of ASHRAE 55 and in consideration of current State and Federal building codes.
- 3.12. The new RMS building will be provided with healthy building indoor air quality (IAQ) through the use of the mechanical HVAC systems and/or operable windows and by reducing outside air and water infiltration with a tight building envelope.
- 3.13. RMS shall comply with Colorado Department of Public Health and Environment, Consumer protection Division, 6 CCR 1010-6 "Rules and Regulations Governing Schools."
- 3.14. RMS will be equipped and maintained to provide sanitary facilities for the preparation, distribution, and storage of food as required by Colorado Retail Food Establishment Rules and Regulations 6 CCR 1010-2.
- 3.15. Where paints or chemicals are stored at RMS, the storage method, location, facilities, and ventilation shall comply with CDPHE 6CCR 1010-6 "Rules Governing Schools."
- 3.16. RMS will have a separate emergency care area with at least one cot, a locking cabinet and a dedicated bathroom.
- 3.17. The new RMS facility will be designed and constructed in accordance with ANSI A117.1 as required by the applicable building code, whose requirements are very similar to the American Disabilities Act (ADA), providing accessibility to physically disabled persons.
- 3.18. The RMS site will be designed and constructed in the best possible manner to safely separate pedestrian and vehicular traffic given site constraints. Considerations will include:
 - 3.18.1. Separation of different traffic modes, which could include dedicated turn lanes;
 - 3.18.2. Dedicated bus staging and unloading area with signage; Curbs at drop-off and pick-up locations raised six inches above the pavement level and painted yellow;
 - 3.18.3. Adequate drive zone with signage for one-way parent drop-off/pick-up;
 - 3.18.4. Solid surfaced staff and visitor parking spaces should be identified;
 - 3.18.5. Well-maintained sidewalks and a designated safe path leading to the school;
 - 3.18.6. Service loading areas independent from other traffic;
 - 3.18.7. Bicycle access and storage;
 - 3.18.8. Fire lanes with red markings and "no parking" signs posted;

3.18.9. Restriction of vehicle access to restrict them from driving into the school.

3.19. The new RMS site will be safe and secure with outdoor facilities for students, staff, parents, and the community, based on the following criteria:

3.19.1. The new school site that has been should be selected is not adjacent or close to uses that would cause safety or health issues to the inhabitants of the school. Perimeter fencing with gates to control access shall be considered;

3.19.2. Clear lines of sight to enable ease of supervision;

3.19.3. Site utilities fenced and located away from the main school entrance and student playgrounds and sports fields whenever possible;

3.19.4. Access to the building roof shall be secured and restricted;

3.19.5. Exterior lighting to protect and guide occupants during evening use of the facility;

3.19.6. Playgrounds protected by adequate fencing; equipment and surfacing installed per manufactures specifications and current industry safety and State of Colorado Insurance pool requirements, compliance with accessibility requirements; equipment purchased from an IPEMA-certified manufacturer.

4.1. RMS will be designed and constructed with high quality, durable, easily maintainable building materials and finishes.

4.2. The new RMS facility shall accommodate the Colorado Achievement Plan for Kids (Cap4K), No Child Left Behind Act (NCLB) and the State Board's model content standards.

4.3. The new RMS facility shall accommodate individual student learning and classroom instruction and have embedded technology to enable adequate voice, data, and video communications in accordance with the Building Industry Consulting Services International's (BICSI) Telecommunications Distribution Methods Manual (TDMM).

4.4. RMS shall be provided with the technological hardware and software to enable control of web-based activity access throughout the facility; e-mail for staff; a school-wide telephone system with voicemail, a district hosted web site with secure parent online access linked to attendance and grade books.

4.5. The RMS administrative software should enable: Individual Educational Programs (IEP), Individual Learning Programs (ILP), Personal Learning Plans (PLP), sports eligibility records, immunization and health service management records, discipline and behavior records, transcripts, food services information, library resource management information, and assessment analysis management records, as applicable.

4.6. The RMS facility may be protected to maintain business continuity with emergency power backup, redundant A/C for data centers and data backup systems. Off site hosting of critical data to protect against loss of data could be explored;

4.7. The criteria provided in 3.18 and 3.19 have been considered for the new RMS site.

4.8. The new RMS facility accommodates full-day kindergarten and preschool and could possibly accommodate future expansion of services.

4.9. As recognized by the Assistance Board, RMS may not include all items following in this section due to its educational programming and facility needs.

4.10. In accordance with guidelines for elementary schools (grades PK-5), RMS shall provide exciting learning environments for children along with associated teaching and administrative support areas. Daylight and views will be incorporated in all learning areas, supplemented by well-designed task oriented artificial lighting. Acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors, and other learning areas will be utilized to create a learning environment that focuses the student's attention. The following may be incorporated in the new RMS facility:

4.10.1. Playfields, age appropriate equipment, gardens, trees, non-traditional play features and shade structures for school and community use;

4.10.2. Preschool and kindergarten classrooms (1000-1200 s.f.) with dedicated bathrooms;

4.10.3. Special education classroom;

4.10.4. Special program room;

4.10.5. Classrooms to accommodate a maximum of up to 25 students and provide 35 s.f./student with a minimum classroom size of 600 s.f. Classrooms with natural light and a view, conditioned, well-ventilated air, and with the necessary equipment, technology infrastructure, and storage to support the intended educational program;

4.10.6. Band/vocal music room with high ceilings and acoustical wall coverings, separated from other classrooms if possible;

4.10.7. Art room with ample storage cabinets and counter sinks. Finish materials in art classrooms shall be smooth, cleanable and nonabsorbent;

4.10.8. Computer room with work stations/carts and wireless connections where possible;

4.10.9. Library/multimedia center (LMC) as the heart of the school, with a flexible space for student, staff, and parent use. The space is planned with high ceilings with abundant natural light, as well as well-designed artificial task lighting. Window treatments may be incorporated to accommodate the use of audio visual equipment requiring darker environments;

4.10.10. Commercial kitchen, with cooking and refrigeration equipment, dry storage, and ware washing area;

4.10.11. Cafeteria/multipurpose room with higher ceiling heights and daylight. At RMS, a tiered stage for school productions may be included between the music room and gymnasium with basic theatrical lighting and sound systems;

4.10.12. Small gym with basketball court, volleyball sleeves and standards, safety wall wainscoting and adjustable basketball backstops;

4.10.13. Administrative offices, nursing area, bathrooms, conference, reception, and building support areas to accommodate the educational program.

4.11. In accordance with guidelines for Middle schools (grades 6-8), RMS shall provide a vibrant, cheerful, learning environment for students and scaled for teenage occupancy. Daylight and views will be incorporated in all learning areas, supplemented by well-designed task oriented

artificial lighting. Acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors, and other learning areas will be utilized to create a learning environment that focuses the student's attention. The following may be incorporated in the new RMS facility:

- 4.11.1. Soccer field and paved play area for school and community use;
 - 4.11.2. Special education classroom;
 - 4.11.3. Special program rooms;
 - 4.11.4. Classrooms as described in 4.10.5.
 - 4.11.5. LMC as described in 4.10.9.
 - 4.11.6. Computer facility per 4.10.8.
 - 4.11.7. Accommodations for distance learning;
 - 4.11.8. Science classroom with teaching demonstration table, emergency shower/eyewash, wet student work stations, and equipped with adequate instrumentation;
 - 4.11.9. (RMS does not currently include a dedicated "Family Consumer Science Lab", but instead incorporates life skills throughout its Montessori education program;)
 - 4.11.10. In lieu of a dedicated Band room, the RMS music room is described in 4.10.6.
 - 4.11.11. In lieu of a dedicated Vocal room, the RMS music room is described in 4.10.6.
 - 4.11.12. Art classroom per 4.10.7.
 - 4.11.13. (RMS does not currently include "Beginning shop, vocational, and agricultural Career and Technical Education (CTA) classrooms", but incorporates life skills and gardening throughout its Montessori education program;)
 - 4.11.14. (At RMS, its performing arts area is planned as a tiered stage for school productions between the music room and gymnasium with basic theatrical lighting and sound systems;)
 - 4.11.15. Commercial Kitchen as described in 4.10.10
 - 4.11.16. Cafeteria/multipurpose as described in 4.10.11.
 - 4.11.17. Gymnasium with a basketball court and dividing curtain to create two smaller basketball courts. The following equipment may accompany or be accommodated for in the gym: adjustable basketball backstops, volleyball sleeves and standards, safety wainscoting, chin-up bar, wrestling mat hoist, and scorer table;
 - 4.11.18. (The current RMS program does not include a dedicated weight training area;)
 - 4.11.19. (The current RMS program does not include men and women's locker rooms with independent bathrooms, showers and locking metal lockers;)
 - 4.11.20. Administrative areas as described in 4.10.13.
- 4.12. N/A (RMS is a PK-8 school.)
- 4.13. N/A (RMS is a PK-8 school.)

5.1. The new RMS facility will conserve energy through High Performance Design (HPD). The RMS design and construction team understands the importance of establishing energy performance goals the entire building in terms of KBTU/SF/YR total building load, and the following considerations are important:

- 5.1.1. RMS has assembled an integrated design team of school and community stakeholders, architects, engineers, and facility managers. Hutton Architecture Studio, with experienced LEED and/or CO-CHPS accredited professionals, leads the HPD for the new facility;
- 5.1.2. Site locations that encourage transportation alternatives such as walking, bicycling, mass transit, and other options to minimize automobile use, such as the new RMS site, which is located along a bike path;
- 5.1.3. Facility design to reduce demand on municipal infrastructure by encouraging denser development, reducing water consumption, and to provide responsible storm water management and treatment;
- 5.1.4. Reduced building footprint, such as the two-story concept design of RMS;
- 5.1.5. Minimizing parking to reduce heat island effect and discouraging use of individual automobiles, including: Preferred parking spaces for carpools, vanpools, or low emission vehicles; Providing three spaces per classroom if possible; overflow parking in unimproved lot areas near the RMS site;
- 5.1.6. Facilities that utilize existing sites, buildings and municipal infrastructure;
- 5.1.7. Joint-use facilities, such as the RMS soccer field;
- 5.1.8. Evaluating energy costs holistically by determining the cost of high performance strategies versus long term cost savings;
- 5.1.9. Utilizing passive solar techniques such as the positive building solar orientation and building massing of RMS; sun-shading; natural ventilation where possible; green roofs if proven viable given the cost of installation and maintenance.
- 5.1.10. Utilize energy efficient and or renewable energy strategies, such as geo-exchange for heating and cooling or preparation for the installation of photovoltaic panels at RMS;
- 5.1.11. Metering of all utilities with the ability to sub meter selected systems to manage utility usage;
- 5.1.12. Evaluate necessary building materials and systems and consider holistic design solutions that serve multiple purposes;
- 5.1.13. Evaluation of utility bills to determine efficiency of facilities;

- 5.1.14. Investigating performance contracting potentials;
- 5.1.15. Incorporation of effective daylighting and task oriented lighting concepts. Use of occupancy sensors and photocells to keep lights off when not needed, including emergency lighting when the building is unoccupied;
- 5.1.16. Design of building and site lighting to have minimal impact offsite, minimal impact to the night sky, and minimal trespass from the interior of the building to the exterior.
- 5.1.17. Controls that monitor the efficiency of the mechanical system and control temperature range during low/non-use periods and after operating hours.
- 5.1.18. Commissioning of mechanical systems at completion of construction and retro-commission every five years. Pursue third party certification through CO-CHPS or LEED for schools;
- 5.1.19. Design and installation of high performance glazing, tuned per solar orientation;
- 5.1.20. The RMS landscape shall be designed and implemented in order to optimize the use and location of climate-appropriate plantings.
- 5.1.21. The RMS HPB team will carefully evaluate the possible use of a cool or green roof with consideration of its impact to the energy use of the building;
- 5.1.22. The RMS concept design and pricing includes use of heat recovery in the systems wherever possible.
- 5.1.23. The RMS concept design and pricing includes a tight and well-insulated building envelope with a wall thermal value exceeding R-23 and roof thermal value of a minimum R-30.
- 5.1.24. Main building entrances at RMS will include vestibules at to minimize loss of conditioned air;
- 5.1.25. The RMS design and construction team will utilize, when possible, sustainable (green) building materials that are durable, easily maintained, resource efficient, energy efficient and emit low levels of harmful gases. Whenever possible EPA Energy Star labeled systems and equipment will be installed. The design will include use of Colorado-based and local and regional material manufactures whenever possible to reduce the impact of transportation costs and support regional and state economies.
- 5.1.26. The RMS community is eager to utilize its new facility as a high performance learning tool.
- 5.2. Analysis of existing school facilities or desired new school facility size against the required school facility size taking into account maintenance and operational costs of the existing or desired new larger facility compared against the costs savings associated with a reduced facility size. Achieve reduced school facility size by minimizing single use spaces, building circulation, and consolidating remote facilities, coupled with maximization of consolidated shared flexible facilities that are well scheduled, and utilize extended hours of operation.
- 5.3. RMS will likely seek implementation of a school-wide energy management plan.
- 5.4. As feasible due to geographic and its budget constraints, RMS could seek adoption of a goal of “zero waste” from construction of the new building.
- 5.5. RMS is likely to pursue training or staff to establish school wide preventative maintenance tasks for all building systems to determine that systems are functioning as designed and clearly outline follow-up maintenance procedures to keep equipment and materials functioning as intended, extend life of equipment, and reduce operational costs.
- 6.1. RMS is an Institute Charter School currently located in temporary buildings, but is seeking funding for permanent facilities to last fifty years or more.
- 6.2. RMS is currently located in temporary buildings on a leased site, so there is no historical significance.
- 6.3. Building code, health, and safety deficiencies associated with the RMS temporary buildings and site are described in detail in the Deficiency portion of the Grant Application.
- 6.4. Educational programming and green building deficiencies associated with the RMS temporary buildings and site are described in the Deficiency portion and accommodated for the new facility in the Project Cost Summary portions of the Grant Application;
- 6.5. Information detailing the need for a replacement facility is provided in detail in the Deficiency portion of the Grant Application;
- 6.6. Due to the temporary nature of the existing RMS buildings and site, rehabilitation is not possible.
- 6.7. As a result of the above, as well as the information provided in the Grant Application, RMS seeks funding for a replacement facility on a new safer and educationally appropriate site.

How does the Applicant plan to Maintain this Project if it is Awarded:

As a condition for the completion of the new school project, RMS shall obtain from the architect or engineer a certification that the contractor for the school facilities project has provided a maintenance package containing all of the following:

1. Manufacturer's warranties.
2. Owner's and training manuals.

3. Required maintenance and testing instructions.

A maintenance budget equal to .2% of the replacement cost of the building will be allocated out of general operating funds.

A capital reserve fund will be maintained with an allocation of \$30,000 per year for building projects.

A capital campaign with a goal the replacement cost of the building over the life of the building. Initially the amount per year will be \$40,000.

Periodic inspection, testing and certification of building systems or components required to maintain system warranty or guaranty provisions performed in accordance with manufacturer instructions and owner manuals

Maintenance Plan

- 1. Boiler inspection/service, 1x per year.
- 2. Inspect all toilets/facets, 1x per week during cleanings.
- 3. Chillers/air handling units inspection/service, 1x per year.
- 4. Well pump inspections, 1x per year.
- 5. Wet well inspection, 1x per year.
- 6. Domestic water holding tank inspection, 1x per year.
- 7. Roof inspections, should have thorough walk over every spring and fall to inspect all welded seams and flashing connections/terminations/roof drain intersections. Internal roof drains will need to be cleaned out prior to each winter season.
- 8. Irrigation system inspection of all sprinkler heads, each spring at fire up and fall at blow out time.
- 9. Carpet deep cleaning, 4x a school year, regular vacuum 1x per day.
- 10. Buff concrete floor, 1x a week. Reseal and polish once every five years/
- 11. Wash exterior glass, 2x a year.
- 12. Clean interior glass, 1x a week.
- 13. Repaint exterior Hardi panel siding, once every 5 years.
- 14. Repaint interior sheetrock, once every 10 years.
- 15. Pull weeds around site, 2x per month in growing seasons.
- 16. Fertilize grass areas, trees and plants every spring and fall.
- 17. Reseal asphalt parking lot, 1x every 5 years.
- 18. Inspect/change light fixtures, as needed, keep surplus of extra bulbs on site of each fixture.
- 19. Inspect fire sprinkler system, 1x per year
- 20. Inspect fire alarm system, 2x per year, all school fire alarm 1x per quarter
- 21. Inspect/recharge fire extinguishers, 1x per year
- 22. Inspect all metal exterior siding, thorough inspection 1x per year
- 23. Inspect elevator, 1x per year
- 24. Inspect all windows for air leakage/cracks/chips, thorough inspection 2x per year
- 25. Inspect/service sliding glass pocketing door in cafeteria, 1x per year
- 26. Inspect/service overhead rollup door at cafeteria service window, 1x per year
- 27. RegROUT bathroom tile, 1x every 5 years
- 28. Buff rubberized gym floor, 2x per month, refinish floor every 10-15 years depending on wear
- 29. Inspect lockers, 1x per year.
- 30. Service/inspect kitchen appliances, as needed, inspect every day prior to use, cleaning every day after use.
- 31. Inspect all door swings/hardware, weekly.
- 32. Service all school computers, 2x per year.
- 33. Repairs or localized replacements of system components resulting from breakage or misuse.
- 34. Semi-annual tests to monitor indoor air quality.
- 35. Mowing grass, 1x per week during growing season.
- 36. Plowing parking lots and walkways, as needed through snow season

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$70,000

CDE Comments:

THE APPLICANT HAS MET THE THREE MONTH NOTIFICATION AND HAS BEEN CHARTERED FOR MORE THAN FIVE YEARS AS REQUIRED IN STATUTE. THIS PROJECT WILL NEED TO COMPLY WITH THE HPCP. THEY HAVE PROVIDED A LEED CHECKLIST AND HAVE DEMONSTRATED THEY CAN MEET A LEED GOLD CERTIFICATION ON THEIR RENOVATION AND ADDITION PROJECT. THE MODULARS WERE SET AND THE SCHOOL MOVED INTO THE MODULARS IN 2005 KNOWING THIS WAS A TEMPORARY SOLUTION. THE CHARTER SCHOOL INSTITUTE SUPPORTS THIS PROJECT.

Funded FTE Count: 200

Assessed Valuation:

PPAV:

Bonded Debt:

Total Bonding Capacity:

Bonded Debt Approved:

Year Bonded Election Approved: N/A

Bonded Debt Failed:

Year Bond Election Failed: N/A

2009 Bond Election Results: N/A

% of Bonding Capacity Used:**Bond Capital Remaining:****Existing Bond Mill Levy:****Who Owns the Facility:** 3rd Party**If it's a 3rd Party Explain:** The current facility is in leased modular buildings on leased land with no debt, loans or liens.**If it's a Charter School, Where will the Facility Revert To:****Median Household Income:******Free or Reduced Lunch %:** 12.00%**State Financial Watch:** No**Charter School Fund Balance:** (\$54,131)**Is the Facility Under a Lease Purchase Agreement:** No

It will belong to the Charter School Institute.

Figures Based on FY08-09 Data ** Based on 2000 Census*Current Grant Request:** \$11,846,342.00**Current Project Match:** \$366,381.00**Current Total Project Cost:** \$12,212,724.00**Previous Grant Awards:** \$0.00**Previous Matches:** \$0.00**Future Grant Requests:** \$0.00**Future Matches:** \$0.00**Total for all Phases:** \$11,631,166.00**Cost Per Sq Ft:** \$302.00**Cost Per Pupil:** \$52,935.00**Affected Sq Ft:** 17,000**Master Plan Complete:** No**CDE Minimum Match Percent:** 40**Actual Match Provided:** 3**Was a Waiver Letter Required:** Yes**FCI:** 27.50%**CFI:** 74.30%**Inflation:** 2**Davis- Bacon Wage Requirement:** \$175,000

-Facilities Affected By This Grant Application-

St. Vrain Valley Re-2 – Longmont High School – Fire Sprinkler System

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	200,420
Replacement Value:	\$55,794,369
Condition Budget:	\$27,180,394
Total FCI:	48.72%
Energy Budget:	\$0
Suitability Budget:	\$7,478,100
Total RSLI:	25%
Total CFI:	62.1%
Condition Score:	2.56
Energy Score: (20%)	4.35
Suitability Score: (40%)	4.22
School Score:	3.58



Q#86- The school is not sprinkled. Rated a 1.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ST VRAIN RE 1J

Project Rank: 1.75

County: BOULDER

Applicant Priority #: 1

Project Title: HS ACM Abatement and New Fire Sprinkler

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input checked="" type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Install Fire Sprinkle rand Associated Bldg Systems | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Longmont High serves as the district focus school for Advanced Placement courses, the CU Succeed Gold program and excels in the performing arts. The facility was originally built in 1964 and has been renovated several times. Over the course of time, fire safety requirements have been updated, and as noted in the BEST audit the school's fire systems have exceeded their expected life and are showing signs of deterioration. In order to comply with current fire regulations, the district initiated a project to install a fire sprinkler system throughout the facility. However, in accordance with AHERA regulations, the school was surveyed to identify areas with asbestos containing materials (ACM) that require abatement before initiating any construction activities. A thorough audit revealed the presence of a significant amount of ACM in the auditorium walls, ceilings and floors. This presence introduced costly and labor intensive complications into the installation of fire sprinklers in this part of the facility. Prior to disturbing any part of the structure, all ACM must be abated. A portion of this grant will be used to fund this labor intensive, highly specialized and expensive abatement activity along with the installation of the fire sprinkler system in this learning area of the facility. Asbestos abatement necessitates the removal of all internal components and disconnection of all electrical and mechanical systems, along with removal and replacement of flooring in the auditorium. As also noted in the BEST audit; electrical systems, lighting, flooring finishes, ceiling finishes and mechanical systems have exceeded their design life expediency and are classified as deficient. In conjunction with the abatement and installation of the fire sprinkler system in the auditorium the BEST grant will be used to install new, energy efficient lighting, electrical and mechanical systems in the auditorium. In addition, new acoustical treatment and flooring will be installed to replace to abated wall, ceiling and flooring systems that will be demolished during the abatement process.

Issue: Asbestos Abatement

Deficiencies Associated with this Issue:

The district is adding four new classrooms and constructing an addition to the existing gymnasium at Longmont High School. The added square footage required the installation of a facility wide fire sprinkler system in order to meet fire and state adopted building safety codes. When designing the fire sprinkler system, it was discovered that the acoustical spray-on material has asbestos (ACM) in it and requires removal prior to the fire sprinkler installation. The all-encompassing presence of ACM in the auditorium mandates the installation of the fire sprinkler system in this area be treated as a separate project. In order to install the fire sprinkler system the existing double tee concrete deck needs to have all of the asbestos containing material spray removed. The unforeseen expense to meet life safety code requirements led the district to seek matching grant funds for the asbestos removal.

Proposed Solution to Address the Deficiencies Listed Above:

The district must remove all of the asbestos containing acoustical spray on materials to comply with AHERA standards before the fire sprinkler system can be installed to the double tee concrete deck. The entire auditorium must meet national standards before the fire sprinkler system can be installed.

How Urgent is this Project:

This project is extremely urgent because the fire sprinkler system must be installed for the school to comply with fire safety regulations. Prior to the installation of the fire sprinkler system in the auditorium, asbestos containing material must be abated to comply with AHERA regulations. The district's final certificate of occupancy is contingent on completion of these activities.

What is the Cost Associated with this Project:

442,500.00

Issue: Other

Deficiencies Associated with this Issue:

Installation of a building wide fire sprinkler system became a safety code compliance issue when the district decided to add 4 classrooms and expand the gymnasium thereby increasing the occupied square footage within the school. The all-encompassing presence of ACM in the auditorium mandates the installation of the fire sprinkler system in this area be treated as a separate project. Furthermore, the BEST audit highlighted the fact that many building systems have exceeded their expected life and are showing signs of deterioration. The unforeseen expense to meet life safety code requirements led the district to seek matching grant funds for the new fire sprinkler system, and associated systems replacements, including the auditorium furniture and lights that require removal during the abatement process.

Proposed Solution to Address the Deficiencies Listed Above:

The district will install a facility wide fire sprinkler system with the auditorium section delayed until the asbestos abatement is complete. Following abatement, the district will replace asbestos contaminated systems with energy efficient systems per the requirements of this grant

application..

How Urgent is this Project:

This project is extremely urgent because the fire sprinkler system must be installed for the school to comply with fire safety regulations. The district's final certificate of occupancy is contingent on completion of these activities. Asbestos contaminated building systems will need to be replaced. It is in the best interest of the school to install new energy efficient systems after the auditorium is abated and while the room is torn apart to install the fire sprinkler system.

What is the Cost Associated with this Project:

1,432,975.00

How Does this Project Conform with the Construction Guidelines:

Public Schools Construction Guidelines addressed in this project:

- 1.2.1
- 3 Section One
- 3.6
- 6.3

How does the Applicant plan to Maintain this Project if it is Awarded:

The district has in place a preventative maintenance program. The fire Sprinkler system is an annual inspection that follows NFPA 25. The remaining building systems and their components have preventative maintenance schedules that occur from monthly to annually. Most PM work orders have a check list and time allotted for minor repairs and adjustments. Component deficiencies that are not able to be corrected in the allotted preventative maintenance man-hours are turned into a work order and subsequently scheduled back to the appropriate trades shop for repair.

The facilities internal customer can request repairs at any time through our automated work order system. The district values the additional sets of eyes that help the entire team protect its' assets.

The district uses Whitestone Institute a national recognized leader in forecasting facility maintenance costs. A general rule from Whitestone is that the maintenance costs over fifty years will equal the construction costs. That information allowed the district to determine an average annual budget of \$139,078.00 per year for the effected 29,500 renovated square feet in this application.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

139,078.00

CDE Comments:

Funded FTE Count:	23,590	Bonded Debt Approved:	\$401,900,000
Assessed Valuation:	\$2,253,992,555.00	Year Bonded Election Approved:	2002, 2008
PPAV:	\$95,550.67	Bonded Debt Failed:	\$353,075,000
Bonded Debt:	\$299,035,000.00	Year Bond Election Failed:	2001
Total Bonding Capacity:	\$450,798,511.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	66.33%	Median Household Income:**	\$26,128.00
Bond Capital Remaining:	\$151,763,511.00	Free or Reduced Lunch %:	29.22%
Existing Bond Mill Levy:	13.87	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$1,010,880.78	Affected Sq Ft:	29,500
Current Project Match:	\$1,052,141.22	Master Plan Complete:	Yes
Current Total Project Cost:	\$2,063,022.00	CDE Minimum Match Percent:	51
Previous Grant Awards:	\$0.00	Actual Match Provided:	51
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	48.72%
Future Matches:	\$0.00	CFI:	62.10%
Total for all Phases:	\$1,875,475.00	Inflation:	0
Cost Per Sq Ft:	\$63.00	Davis- Bacon Wage Requirement:	\$250,000
Cost Per Pupil:	\$1,379.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Peyton 23JT – Peyton Middle School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	41,219
Replacement Value:	\$10,299,135
Condition Budget:	\$7,807,377
Total FCI:	75.81%
Energy Budget:	\$0
Suitability Budget:	\$1,637,000
Total RSLI:	0%
Total CFI:	91.7%
Condition Score:	1.21
Energy Score: (20%)	3.10
Suitability Score: (40%)	4.19
School Score:	2.78



Peyton 23JT – Peyton High School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	40,650
Replacement Value:	\$11,229,917
Condition Budget:	\$943,275
Total FCI:	8.40%
Energy Budget:	\$14,228
Suitability Budget:	\$560,000
Total RSLI:	54%
Total CFI:	13.5%
Condition Score:	4.58
Energy Score: (20%)	1.85
Suitability Score: (40%)	4.60
School Score:	4.04



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: PEYTON 23 JT

Project Rank: 1.70

County: EL PASO

Applicant Priority #: 1

Project Title: Junior High Addition to HS

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

GENERAL PROJECT SUMMARY:

The purpose of submitting this BEST grant application is to obtain partial funding for a Junior High addition to the Peyton High School to relocate and permanently place Peyton's 6th grade students (who have been temporarily placed in the Elementary School), and 7th and 8th grade students (who are temporarily housed in modulars outside of the High School), into a safe and healthy long term facility that addresses the District's current needs.

The Peyton Middle School was the original school building built for the District. The facility was originally built in the early 1900's; however it burned down and was replaced in 1957. Since 1957 there have been several additions to the building which occurred in 1970, 1974, 1984, 1989, and 1997. The building accommodated PK through 12th grade until the elementary school was built in 1994 at which point it began function as a combined middle school and high school. When the new high school was completed in 2005 what is now known as the middle school began functioning as a middle school only. As a result of the age of the building and the numerous additions the facility has MAJOR DEFICIENCIES which are described further on in this BEST grant application in the "Deficiency" section. These deficiencies pose numerous health and life safety issues to the students and staff which are also described below. Due to the major deficiencies in this facility and the health and life safety issues the District decided to SHUTDOWN this building in 2008 (although it does continue to be used when an additional gym when needed for practices as well as for District storage) and they moved the 6th grade to the elementary school and the 7th and 8th grade program into modulars outside of the high school as a temporary fix. The modulars are not a permanent solution and they also pose health and life safety issues to the students which are described in the "Deficiency" section of the grant. As noted in the recent CDE facility assessment, both the cost to repair (\$7,459,331) and replace (\$10,246,115) the existing facility outweighs the cost to add a junior high addition to the high school, which is why that option is being pursued. The solution outlined in this grant application not only addresses all current health and life safety issues faced by Peyton School District's middle school population, but it does so in the most cost-effective way possible.

BACKGROUND OF DISTRICT'S OTHER EDUCATIONAL FACILITIES:

Elementary School: The Peyton Elementary School was built in 1994. Overall the facility is in good condition. The elementary school previously included the PK-5th grade program, however due to the issues mentioned above it now also houses the 6th grade. This is only a temporary solution since the 6th grade program has outgrown its space in the elementary. The District will likely be forced to purchase or lease another modular to house the 6th grade.

The project being proposed in this BEST grant application removes the 6th grade program from this facility and permanently moves it into the Junior High addition at the High School. By removing the 6th grade program from this facility it allows for additional space within the elementary school that can be efficiently utilized by the PK-5th grade program as the enrollment of those grades increase.

High School: The Peyton High School was built in 2005 and is in excellent condition. The facility is not large enough to fully support the 6th, 7th and 8th grade students, however with the addition of general classrooms to support the increased student count, additional commons/food service space to accommodate greater storage needs and larger student counts at lunch periods, as well as a multi-purpose gym to handle the increased PE and athletic needs, the Peyton High School will be able to be transformed into a Junior/Senior High School that can fully and safely support grades 6-12.

Issue: Addition

Deficiencies Associated with this Issue:

DEFICIENCY:

MIDDLE SCHOOL: The following items are deficiencies that have been noted in either the CDE Assessment, or in the Peyton Elementary and Middle School Facility Assessment (Master Plan) updated 1/25/10, or both:

A. HEALTH AND LIFE SAFETY ISSUES

1. Poor site drainage on the north side of the building allows for snow and ice to build up against the building near the exits. Concrete curbs have been added just outside of building doors to prevent water from coming into the building, but this causes a trip hazard when exiting the building, especially in the event of a fire. This is a code violation. There is no safe means of egress on the north side of the building; however, removing the curbs would allow water to enter the building after any precipitation on the area.

2. The site circulation and parking patterns at the middle school pose safety concerns for children being dropped off and picked up. There is

not a proper drop off and pick up area for parents. Parents are forced to pull into the parking lot for drop and pick up, causing students to pass between parked cars and moving vehicles.

3. There is no operational fire alarm system. There is a manual pull down station that signals the secretary to call the fire department. Should there be a fire in the building the fire department is not automatically notified which poses a significant life safety issue.
4. There is no fire sprinkler system and there are no fire rated egress corridors to compensate for the lack of a sprinkler system. The building is over the 20,000 square foot threshold for a fire sprinkler. Under current codes a fire sprinkler would typically be required.
5. There are no exterior fire hydrants at the school. Under current codes this would typically be required.
6. The kitchen does not have the required fire suppression system over kitchen equipment and the grease hood.
7. Many classroom doors and doorframes are not fire rated.
8. Building egress corridors are not fire rated. There are no rated corridor walls in this facility and many of the classroom doors and doorframes are not fire rated. Without rated corridors and separation walls or a fire sprinkler system this building is not code compliant and is considered a non-confirming existing building.
9. The building is not ADA compliant. Toilet facilities are not compliant. Rails and ramps are not provided as required. Handicapped individuals cannot access all areas of the facility. (Although there are currently no students that are in a wheel chair, there are times when family members or other visitors are in a wheelchair and do need to access the facilities)
10. There is no battery operated exit signage and there is an inadequate number of exit signs to clearly mark the path of egress from the building which is a code violation.
11. There is no battery operated emergency lighting to illuminate the path of egress which is a code violation.
12. The intercom system has only a limited capacity and there is no emergency notification system to warn students and staff of items such as severe weather events, unauthorized access, etc.

B. ADDITIONAL ISSUES

Additional issues have been noted to help further illustrate the POOR CONDITION of the existing middle school building. As mentioned in the "Summary" section above, the CDE Facility Assessment notes the cost to repair this facility is estimated to be \$7,459,331 which far outweighs the cost of our proposed solution of adding on to the existing high school.

1. Various roof materials (metal, shingles, rubber, flashing, gutters, etc) are in poor condition. Metal and shingled portions of the roof are leaking which causes damage to interior ceilings and wall finishes as well as floors.
2. Exterior doors and door hardware in the older portions of the building are in poor condition. Not all hardware is functioning, weather stripping has deteriorated and is missing, many doors either swing the wrong direction, have no panic hardware, or both which is a code violation and egress issue.
3. Building mortar is deteriorating. The extent of mortar damage is likely allowing water to infiltrate the building envelope.
4. Some of the exterior building sealants have been replaced in recent years, although there are many areas where the sealant has deteriorated possibly allowing water to infiltrate the building envelope.
5. The sanitary waste system cannot support the building when fully occupied and back-ups have occurred. The plumbing for the sanitary system is clogged in some areas of the building. The sanitary waste lines also have froze in portions of the building during the winter months.
6. The domestic water is supplied from a well. The well does not have the pressure to properly flush many of the toilets in the building depending on the water usage in other areas of the building.
7. The kitchen does not have any grease traps or a separate grease interceptor to collect grease. This does not comply with Health Department requirements and it negatively affects the already poor performance of the septic system.
8. Exterior windows are in poor condition and are detrimental to the energy costs.
9. The HVAC units are past their life span and do not provide acceptable comfort levels. This can have adverse effects on students and teachers and the learning environment.
10. Library, administration, and kitchen areas need to be expanded. These spaces are undersized and inadequate.
11. All interior finishes (floors, ceilings, walls, etc) are in poor condition and need to be upgraded.
12. All built in casework, lockers, interior doors, etc are original to the building and are in poor condition and need to be upgraded.
13. Exterior wall systems seem to have no insulation which increases the energy costs for the school.
14. The school lacks exterior security camera coverage and monitoring equipment.

15. Additional site lighting is needed for safer parking and building access at night or early morning.
16. The building does contain asbestos floor tiles.
17. Electrical systems and electrical panel boards are outdated and deteriorating. Electrical equipment is rusting due to past flooding in the building. Residential panels are used in many areas of additions to the original facility.

TEMPORARY MODULARS

In addition to the deficiencies with the existing middle school, the temporary modulars which have been setup outside of the high school for the 7th and 8th grade students also pose their own health and life safety risks.

1. No plumbing or bathroom facilities exist in the modulars. Regardless of the weather conditions Students must leave the modulars and walk to the high school simply to use the restrooms.
2. There is minimal fresh air exchange inside the classrooms in the modulars. This is especially noticeable in the summer months.
3. Each movement to and from the high school creates a security risk. A side door of the high school must be left open during the school day to allow the students in the modulars to be able access restroom facilities. This side door is not able to be monitored by the admin/reception area. In addition to the risk at the high school, there is no monitored access into the temporary modulars. Anyone can walk right into the classrooms in the modulars.
4. The modulars do not have a fire suppression system.
5. The sometimes heavy winds in the area detract from the learning environment in the modulars. The wind noise can be very loud and especially distracting when students have to leave the modulars to use the restrooms in the high school.

Proposed Solution to Address the Deficiencies Listed Above:

SOLUTION:

Four options were initially presented as part of the master plan including variations of replacing the existing middle school at the existing site and renovating the existing middle school (details of the four original options can be found in Section 9 of the Master Plan). Through further reviewing and determining the needs of the District, and noting the higher costs associated with the four original options, it was decided to pursue a new option which came to be known as Option 5.

Option 5 incorporates adding a junior high wing onto the existing high school and also adding a multi-purpose gym and vo-tech program. However, this grant application (Priority) does not include the vo-tech program. The addition for the vo-tech program has been broken out and is being requested for separately as Priority 2.

Benefits of the proposed project include:

1. All life safety and health issues previously noted above will be addressed in the construction of the new addition, including but not limited to: proper site drainage for safe egress; site circulation will provide safe student drop-off and pick-up areas; an automatic fire alarm system; a fire sprinkler system; an emergency notification system; ADA compliant facilities, proper exiting signage and emergency lighting; corridor walls will be rated as required; domestic and sanitary water systems will function properly.
2. The new 6-8 classroom addition will be located at the east side of the existing high school building and will be closely connected to the present commons area.
3. It will provide a safer environment for the middle school students by separating them from the high school students during passing periods.
4. The location of the proposed addition has taken into account the location of existing utilities and will reduce the cost of running sewer, water and other utilities to more remote locations of the building if the addition had been situated in another location.
5. The administrative offices can monitor the central, single point of entry.
6. By adding onto the existing high school, existing rooms for specials such as art, music, media center, admin can be shared.
7. Cost savings are expected to be seen by the District though lower staff needs and reduced operating costs when comparing this addition to a “stand alone” new middle school building.
8. A fire access road around the back of the school will increase student safety by not only providing greater access for emergency vehicles, but it will also allow general deliveries to be made at the back of the building.
9. A reworked parking lot and bus pickup/drop off location will increase student safety and better serves the increased number of students, parents, and buses at the site.
10. The existing high school will now be utilized to its full potential. When the high school was built it was “over-built”. This previously could have been viewed as a negative; however, many spaces can now be utilized by both the high school students and the middle school students. These spaces include the admin area, the art room, the music room, the media center/library, etc.

11. By including the multi-purpose gym addition in the grant application we have eliminated the need to travel to the old middle school facility to use the old gym for PE, basketball, volley ball, wrestling, etc.

12. The existing middle school building can be retained and renovated at a later date if needed. In the meantime the building systems will be operated on a limited capacity (only to keep the building from deteriorating further). The building will be used for miscellaneous District storage.

13. By removing the 6th grade program from the elementary school it allows for additional space within that facility that can be efficiently utilized by the PK-5th grade program as the enrollment of those grades increase.

14. If the area grows drastically in the future the planning of this project would allow for the high school to expand into the new addition and a new "stand-alone" middle school could be built at that time. Not only does the addition requested in this grant take into account the current needs of the District, it also works into the future of the District.

CONSTRUCTION SPECIFICATIONS:

Construction Specification can be found in the Exhibit Section of the Gant Application.

BUDGET:

The detailed project budget is inclusive of all construction work noted above and also all soft costs such as design and consulting fees, planning and permitting fees, utility fees, site survey fees, inspections and testing fees, finance and insurance fees, building systems/infrastructure costs, owner contingency, and escalation costs. In addition, the project budget also includes costs for the following items which are unique to this project: costs to relocate the existing temporary modulars (they are in the way of the new addition, but they will need to be in use during the construction of the addition); costs to upgrade the existing water treatment plant/septic system (the existing system at the high school cannot take the added capacity/load from the proposed addition; and the holding tank for fire water storage must be increased. The budget also includes FF&E items generally provided by the general contractor such as signage, window coverings, and bleachers.

The budget does not include any costs for FF&E items generally provided by the owner/district such as desks, tables, chairs, marker boards, and computers. The district has recently done a furniture inventory and they have more than enough teacher desks, student desks, chairs, tables, bookcases, etc that are or good quality and that are in good condition to furnish the new addition. The district also has approximately 50 computers that could be used in the new addition as well as proper computer tables and chairs.

The budget does not include any costs to cover the premium for Davis Bacon wage rates. If the project is awarded a BEST grant and if Davis Bacon wages are required the cost increase would be approximately 4% of Division 1-16 construction costs, which is \$166,879.

How Urgent is this Project:

URGENCY:

In order to alleviate the immediate health and life issues surrounding the current modular setup this project must be completed as soon as possible. Consequences of not completing this project include the fact that the numerous health and safety concerns outlined above will continue to exist which poses a threat to students and staff. The District will also be forced to continue to add to their temporary modulars to account for increased enrollment and specifically a very large 6th grade starting in the 2010-2011 school year.

What is the Cost Associated with this Project:

\$5,386,340.00

How Does this Project Conform with the Construction Guidelines:

PROJECT'S CONFORMANCE TO THE PUBLIC SCHOOLS CONSTRUCTION GUIDELINES:

The District and the Project Team have reviewed the Capital Construction Assistance Public School Facility Construction Guidelines adopted 10/7/09 and can state that the District expects the design and construction of the project being applied for to conform with these Guidelines. The Project's current design, scope, and intent is in line with most all Sections of the Guidelines. Additional information on each Section is listed below:

Section One (life and safety) – The project will include all life and safety items 3.1 through 3.19. This includes but is not limited to items such as: a sound building structural system; a weather tight roof that drains water positively off the roof and away from the building; a continuous and unobstructed path of egress from any point in the school; a potable water system; a fire alarm notification system; hazardous materials will not be used in the construction; an intercom/phone; secured facilities and a main entrance; safe and secure electrical service and distribution system; a safe and efficient mechanical system; healthy indoor air quality; a sanitary school and food preparation area; safe labs with proper storage areas for chemicals; a facility that complies with the American Disabilities Act; safe separation of pedestrians and vehicle traffic.

Section Two (facility programming/learning environment) – The project will include items 4.1 through 4.9 and items 4.11 through 4.13 (4.10 is not applicable to this project as it is specific to elementary schools). Many of these items that are not specifically related to the classroom are already a part of the existing high school which we are proposing to add onto. This includes but is not limited to items such as: high quality, durable, easily maintainable materials and finishes; facilities that accommodate No Child Left Behind and the State Board's model content standards; facilities for individual learning and classroom instruction; administrative offices with the hardware/software for web-based activities; facility will meet the recommended size; daylight and views will be provided; acoustical materials will be used to reduce noise; special education classrooms; classrooms will accommodate a maximum of 25 students; library/media center; computer labs, distance learning labs; science lab; band, arts, gymnasium, etc.

Section Three (High Performance Certification Program requirements) – The project will include many items included in 5.1, 5.2 and 5.5. This includes but is not limited to: a facility that will conserve energy through High Performance Design; a LEED accredited project team member; reducing building footprint; minimizing parking; utilizing existing site and infrastructure; utilizing passive solar techniques; utilize energy efficient strategies; meter utilities; design site lighting to have minimum impact; commission mechanical systems; landscape with drought tolerant plants/trees; employ white roofing materials to reduce heat island effects; provide vestibules; green building materials; establish preventative maintenance tasks.

Section Four (rehabilitation vs replacement costs) – The project does take into account items 6.1 through 6.7 which includes but is not limited to items such as: project takes into account district's five year population growth trends and the facility should be replaced due to the high rehabilitation costs.

How does the Applicant plan to Maintain this Project if it is Awarded:

DESCRIPTION OF CAPITAL RENEWAL/REPLACEMENT BUDGET AND MAINTENANCE PLAN:

Once the project is completed the District will accept full responsibility to ensure that the building and all systems associated with the project are properly maintained.

The abilities of the District maintenance staff are outstanding. The maintenance staff has shown their ability to clean, repair, replace, and adapt to the changing conditions of maintenance equipment and technologies in 21st century buildings through their service on the 2005 Peyton High School, however, they also excel at performing these duties on the older facilities within the District.

In addition, the District maintenance staff also excels in their ability to perform scheduled preventative maintenance and would continue to do so on this project. In conjunction with the Architect, General Contractor, and Mechanical/Electrical/Plumbing Subcontractors the maintenance staff will develop a Preventative Maintenance Program for the new addition. The major components of the program will include: detailed files with documentation on all major systems including record drawings, O&M manuals, photos, services records, etc; annual, semi-annual, etc inspections as appropriate for these systems; corrective action plans; an energy management program; training programs; work evaluation forms and annual program updates. Major systems/items that would be part of the program would include, but not be limited to: roofing, boilers, HVAC components, electrical systems, life safety systems, kitchen equipment, plumbing systems and restrooms, floor coverings, etc.

To provide for the future care and maintenance of the proposed project the District will budget for future maintenance costs annually. The following budget numbers may be revised after design documents are fully complete and the building systems/construction materials have been finalized, as well as once the preventative maintenance needs and life cycles of major building systems have been identified.

The funding for day-to-day maintenance of the new project would come from the Maintenance and Repair line item in the General Fund which covers general repairs of minimal or ordinary costs. Historically the yearly amount budgeted in the Maintenance and Repair line item in the General Fund has been \$50,000 and by adding an additional \$10,000 to that line item we believe we will be more than able to adequately maintain not only our existing facilities but also this new addition.

The total annual amount allocated to the Capital Renewal Budget for costs associated with this new facility is projected to be \$10,000 a year. This will be used in the event there is a non-routine maintenance repair that needs to be completed that is of a substantial cost. In addition, the funds in the Capital Renewal Budget will aid in replacing the project and the end of its useful life.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$20,000

CDE Comments:

THIS GRANT REQUEST IS BASED ON THE CLOSURE OF THE MS DUE TO THE DEFICIENCIES OF THE FACILITY (SUPPORTED BY THE STATE ASSESSMENT) AND TO REDUCE OPERATING COSTS. AS A RESULT 6TH GRADERS WERE RELOCATED TO THE ELEMENTARY SCHOOL AND 7-8 MOVED TO THE HS AND MODULARS. THE GRANT IS TO PROVIDE FOR AN ADDITION THAT WILL HOUSE 6-8 GRADES AT THE HS SITE.

Funded FTE Count:	605	Bonded Debt Approved:	\$4,100,000
Assessed Valuation:	\$39,853,754.00	Year Bonded Election Approved:	2003
PPAV:	\$65,873.97	Bonded Debt Failed:	
Bonded Debt:	\$4,235,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$7,970,750.80	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	53.13%	Median Household Income:**	\$21,085.00
Bond Capital Remaining:	\$3,735,750.80	Free or Reduced Lunch %:	27.07%
Existing Bond Mill Levy:	12.541	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$3,054,054.00	Affected Sq Ft:	21,830
Current Project Match:	\$2,601,602.00	Master Plan Complete:	Yes

Current Total Project Cost: \$5,655,657.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$5,386,340.00
Cost Per Sq Ft: \$247.00
Cost Per Pupil: \$30,604.00

CDE Minimum Match Percent: 46
Actual Match Provided: 46
Was a Waiver Letter Required: N/A
FCI: 42.11%
CFI: 52.60%
Inflation: 3
Davis- Bacon Wage Requirement: \$166,879

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Pikes Peak BOCES – Pikes Peak BOCES School of Excellence

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	21,085
Replacement Value:	\$5,044,793
Condition Budget:	\$3,049,677
Total FCI:	60.45%
Energy Budget:	\$7,380
Suitability Budget:	\$3,612,600
Total RSLI:	16%
Total CFI:	132%
Condition Score:	1.98
Energy Score: (20%)	1.80
Suitability Score: (40%)	2.56
School Score:	2.18



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: Pikes Peak BOCES

Project Rank: 1.61

County: BOCES

Applicant Priority #: 1

Project Title: Special Needs School for Students with Disabilities

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

PP BOCES provides alternative and special educational services in classroom settings for 20 school districts through its School of Excellence. Currently, the School of Excellence supports 6 programs:

1. The Phoenix Program serves 12-18 students K-12 with moderate to severe behavioral issues. The secondary severe needs program is housed in modulars in parking lot (due to lack of school space). The elementary program is housed in the School of Excellence.
2. The Pathways Program is a highly structured, licensed day treatment center for K-12 students with severe emotional and behavioral conditions. Reality-based clinical treatment and natural/logical consequences guide the development of socially acceptable behavior. Program enrollment is 45-55 (up from 35 in 2007-2008).
3. The Liberty Program serves students with two or more severe handicapping conditions. Liberty provides students with communication supports, structure and routines to develop appropriate behaviors, improve academic achievement and gain independence in all life areas. Generally, these students have low intellect and an emotional issues. Currently 25-35 students are enrolled (double the 2008 enrollment).
4. New Directions serves 20-30 at-risk students requiring alternative forms of education. New Directions offers an Expelled Student, GED Preparation, and Credit Recovery/Dropout Retrieval programs. Students spend five hours/day in class supplemented by a weekly Life Skills course and individual and group therapy.
5. The Significant Support Needs Program is hosted by Ellicott School District for students with severe developmental, cognitive and/or medical needs. This K-12 program serves 6-12 students and will move to the School of Excellence by 2012.
6. School to Work Alliance (SWAP) assists young adults with mild to moderate employment barriers to secure full-time work. All students receive both academic and psychosocial support. Total enrollment for all programs varies from 110-130. Projected enrollment by 2020 is 200 students.

The School of Excellence building was constructed as a warehouse in 1968 and converted to offices and classrooms for Blair Business College. Acquired by BOCES in 2002, the facility supports classrooms, computer labs, cafeteria, administrative offices and common areas. However, the state's facility assessment and future use analysis found the total condition and suitability deficiencies exceeded the building's replacement value. The FCI Index was 60.4% not including educational suitability

Pikes Peak BOCES exists as an arm of the Colorado Department of Education. As such, BOCES has no taxing authority or tax base. All operating, capital and maintenance funds are derived from member/associate member fees (20% of budget) and tuition (80% of budget). Funding for program operations is the fiscal priority with few funds available for major capital projects. Small capital set-asides (~\$25,000) are made annually for ongoing building maintenance. Over the past four years, funds have been used to replace 13 of the 15 aging HVAC units in an attempt to better regulate the school's heating and cooling system. Cracking exterior walls, drainage that impacts the foundation, single-pane, non-tempered windows, failing electrical and fire alarm systems, the lack of a fire sprinkling system, and non-fire rated interior walls are beyond the purview of the BOCES budget or capital funds acquisition.

Pikes Peak BOCES successfully utilized a 2009 BEST grant to upgrade the most critical ADA and safety measures to keep the School of Excellence functioning. During the 2009/ 2010 building assessments, safety, welfare, cost, and school utilization have been the key to renovation analysis. Renovation costs far outweighs the cost of demolition, land acquisition and a new facility with an overall life expectancy of 50 years. Given all factors, a 2010 BEST grant provides the only viable funding option for a new facility.

Issue: New School

Deficiencies Associated with this Issue:

A Colorado state assessment of the Pikes Peak BOCES School of Excellence was completed in 2009. The following deficiencies were found. The first 10 items (*) are significant safety and welfare issues which must be corrected in the next 12 months.

* The HVAC system provides very poor fresh air in the school. The level of carbon dioxide was 2,290 ppm in a classroom, 1,300 ppm in the cafeteria, and 1,010 ppm in the office at the time of assessment.

* The internal fire sprinkler system is missing and need to be installed. The building was constructed without a wet fire protection system and does not meet current standards.

* The roof covering is beyond its expected life by 21 years. The roof over the commons area was failing at the time of condition assessment with wet ceiling tile, walls, and floor finishes due to roof leaks. The covering needs replacement.

* The exterior walls, with a 100-year service life, are deficient and non-renewable. They are damaged, show critical structural distress and require replacement. Additionally, there are observable and anecdotal data regarding exterior wall insulation to infer that the walls are uninsulated.

* The communication and security system was installed in 2003 with a 20-year life expectancy. However, the system is deficient. The fire

system has frequent false alarms and needs replacing.

* The school lacks an Event Alerting and Notification System.

* The school also lacks open lines of sight (many hiding places complicating supervision) and the school lacks a security video system.

* The exterior windows and doors show signs of deterioration and are liable for failure. Windows are single pane and not double pane low-e glass. Most windows are not operable and are not used to control temperature or ventilation. They are 11 years beyond their life expectancy.

* Door assemblies do not meet all the requirements for a fire rating.

* The nurse's station is of inadequate size, lacks storage and lacks a bathroom.

Other Items

• The current electrical configuration has limited room for additional capacity. Extension cords and multiple outline receptacle outlets are used to make up for lack of wall/ floor outlets.

• The current lighting levels do not meet electrical lighting codes.

• Plumbing fixtures have reached the end of expected life plus the building does not comply with the fixture count required by code. Additional fixtures and bathroom expansion is necessary.

• The school lacks space for small group or informal learning activities.

• Fittings, ceiling finishes, and certain plumbing system components are 21 years beyond service life and need replacing.

• Classroom doors are not recessed and do not open in the exiting direction.

• Roof openings were 11 years beyond service life and need replacement.

• The distribution system, controls and instrumentation, systems testing and balance are 11 to 21 years past their service life and need replacing.

• Fixed furnishings are all more than 20 years past their service life and should be replaced.

• The water, sanitary waste and rainwater drainage are all 11 years beyond their life span and should be replaced

• Landscaping is 31 years passed its life expectancy and should be replaced.

• Electrical systems, site lighting, electrical service distribution, lighting and bank wiring, and site communication and security are all 11 years beyond their expected life and should be replaced.

• Wall partitions and interior doors are at the end of expected life and need replacement. Corridor walls are not insulated for sound and perform poorly for sound separation.

• The front desk is not ADA compliant. Classrooms lack lockable storage space. Installation of appropriate millwork is recommended.

• Food service is conducted out of multiple residential style refrigerators in two locations. All items are more than 20 years past their expected service life. Consolidation with appropriate commercial kitchen grade, energy efficient equipment is recommended.

• Other noted items include:

o The school lacks a music room, play field, library, physical education facilities, and an auditorium.

o The school playground is too small and lacks age-appropriate equipment.

o Lighting for the parking area and play fields is inadequate and/or deteriorating and should be replaced.

o The school's energy efficiency score is at the low end of the scale due to the age and construction of the building and equipment in use.

In January 2010, a detailed site review was made by third-party architects and engineers. This assessment included safety and security of the site, building systems and educational suitability components. This review was to further define and build upon the state assessment work accomplished in 2009. The following is a summary of these findings.

• Site:

o Paving in the parking lots had significant cracking, checking and potholes.

o A significant drainage issue exists on the northwest corner of the site where some of the parking drainage and roof runoff is directed. There is no outlet for the retained waste water and ponding is very close to the building foundation.

o Site lighting is insufficient and some lights are inoperable.

o Limited outdoor areas for students exist.

• Modularity (3)

o These facilities should be eliminated and the programs incorporated into a permanent structure.

• Main Building, Interior and Exterior

o The roofing needs replacing. The front entry canopy has wood sheathing laying on the roof which could be a hazard to students in windy conditions.

o Some areas of the exterior walls are affected by the building or foundation movement.

o There is very little natural light in the building.

Where windows exist, the framing is not cold isolated and the glass is only single pane. In some cases the glass is not tempered or safety glass as required by code.

o Some corridor widths do not comply with code. In one case, there are insufficient exits creating a dead-end

- o corridor condition.
- o Doors do not swing in the proper direction for an education facility and in most cases are not fire rated.
- o Corridor walls are not fire rated and there is no fire sprinkling system.
- o Classrooms are undersized and the required staffing ratios cannot take advantage of the ideal class size of 12 students. Current average class size is 7.
- o Food service facilities are insufficient allowing only carry-in lunches to be served. There are little or no cleanup facilities or proper equipment to maintain safe food temperatures. Once a month a hot food lunch is offered. Food is prepared across the street and then carried to the school by the teaching staff.
- o Full program offerings are not available due to lack of space for science, drama, physical education and comprehensive art programs.
- o Toilet rooms are not accessible and there are no facilities for showering and diapering. Flooring in the original toilets is VCT and separating at the joints making the floors difficult to clean.

- Main Building, Systems

- o The telephone system, public address, intercom, fire alarm and duress notification systems are all failing and do not serve the occupants as needed for the program provided
- o 13 of the 15 packaged heating/cooling units on the roof are fairly new. However, the distribution system and temperature control system do not provide even, reasonable temperatures in the rooms. In two adjacent rooms, serviced by the same rooftop unit, one room can be 65 degrees and the other 75 degrees. Some thermostats are located in areas that are not served by the unit's the thermostat controls.
- o The electrical distribution system is deteriorating and has a high potential for failure.
- o Electrical power in the classrooms and offices is not sufficient for the equipment located in those rooms.

Based on the replacement value established by the state assessment (\$5,044,793) and the findings of the independent engineers, the Facility Condition Index is 51.7%.

In addition to the condition assessment, an examination of the school's space needs was conducted. It was discovered that there is insufficient space to accommodate the most basic (Essential) program. Along with safety deficiencies, this school experiences one deficiency that affects every classroom and corridor in the building. This is a lack of space. Twenty to thirty incidences occur every week between students violating each other's personal space. For emotional and behaviorally challenged students these incidences often escalate to a level where a police officer is required to restrain, control or separate the offenders. These incidences become life or safety issues for the students and staff. Research shows that the amount of classroom space per child is the single most important environmental factor affecting the welfare of children and staff (White & Stoecklin, 2003). Legendre (2003) found 54 SF appropriate for regular education while Tanner (2009) indicates 50.3 SF is adequate. Because School of Excellence programs focus on children with significant learning and emotional disabilities, standard space accommodations are inappropriate. Examples include:

- School of Excellence students impulsively touch others which causes outbursts and disruptions requiring increased desk separation;
- behavioral therapists must conduct group counseling sessions for up to 11 children in their offices;
- quiet spaces for behavioral rewards require space removed from other classroom activities but are difficult to create;
- children who exhibit head banging or violent outbursts, including furniture throwing, must be separated from classmates;
- additional rooms are necessary to move entire classes when children urinate or defecate on the floor;
- desk area for two adults. (Depending on the program and student classification there may be more than two adults in the classroom but permanent desk space may not be required.)The maximum class size is 12 students. Staffing ratios vary from 1:6 to 1:1. A two staff member team is a minimum requirement for each classroom so that students are not left unattended if

one staff needs to attend to a student who is experiencing a behavior episode.

Based on analysis of the current facility, 20% of the spaces are sufficient in size, 29% are undersized, and 51% of spaces needed for an essential program are not available. BOCES leadership examined student needs, staffing ratios, classroom size standards (see the Public Schools Construction Guidelines section of this proposal for more detail), and teaching and therapeutic needs and deemed 75 SF per student appropriate. Accordingly, the master plan has been designed with 64 SF/student for K-5 classrooms and 76 SF/student for secondary classrooms.

Proposed Solution to Address the Deficiencies Listed Above:

The School of Excellence is 21,480 square feet plus 3 modulars at 1,440 square feet per modular for a total of 27,560 square feet. The school's replacement value of the School of Excellence is \$5,044,793 plus \$50,000 for the 3 modulars. The school building needs \$3,049,677 in repairs to correct condition deficiencies plus \$4,383,325 in repairs to correct educational suitability issues. The modulars would be discarded. (Facility values are based on the CDE Final School Assessment Reports, 2009. Renovation and addition estimates are from the facility strategic plan, Lantz-Boggio Architects, P.C., 2010.) The total of the condition and suitability deficiencies far exceeds the replacement value.

The outcome of the two assessments led to an aggressive review of the master plan implementation options. The examination of space needs led to delineating a construction plan for the "Essential" program. A facility to meet Essential (basic) school program needs:

- Eliminates all category 1 and 2 safety and health items identified by CDE AND
- Creates:
 - o Spaces required to meet the legal care requirements of students in the school.
 - o Space to accommodate the higher staff/student ratios required by state licensing bodies.
 - o Appropriately sized and number of teaching spaces for 5-year student population projections by program.
 - o Spaces required to accommodate the consolidation of program areas and retention of associated programs (e.g., consolidate the Phoenix program to the central location).
 - o Spaces to enhance the experience, training and breadth of education for students (e.g., auditorium, gymnasium).

The current facility is 23,730 SF with an average of 182 SF/student (classrooms plus all ancillary areas) and a site of 4.49 acres. BOCES leadership and the member superintendents were provided the following alternatives for creating a solution to School of Excellence deficiencies.

Alternative #1:

Do nothing beyond the immediate safety and ADA deficiencies accomplished with the 2009 BEST grant funding.

Cost: \$375,314 – already completed

Alternative #2:

Renovate the current facility focusing on immediate safety issues. This plan does not correct the more significant safety issues of overcrowding and inadequate space.

Cost: \$2,492,087

Alternative #3:

Renovate the current facility and build an addition. This creates enough space for the Essential program but does not allow for expansion to a comprehensive program due to insufficient site area.

Cost: \$16,347,654

Alternative #4:

Renovate the current facility (Phase 1), build an addition that accommodates the Essential program (Phase 2), build an addition that accommodates the Comprehensive Program (Phase 3). This alternative provides all of the space needs for 10 years growth and the educational needs for all programs.

Cost for Phase 3 only: \$ 8,379,247
Cost for Phases 1, 2, and 3: \$27,594,302

Alternative #5:

Build a new replacement facility. This alternative requires the acquisition of additional land for building implementation, to accommodate the Comprehensive program, and accomplish the total demolition of the existing building.

Cost: \$ 28,934,849

Alternative #6:

Move to Irving Middle School vacated by Colorado Springs School District #11, 1702 N. Murray (113,007 sq. ft.). Irving has a replacement value of \$25,819,963 with \$15,961,211 of needed repairs plus the facility changes needed to accommodate the School of Excellence programs.

Cost: 113,007 SF x \$85/SF = \$9,605,595 for renovations + \$15,961,211 for repairs = \$25,566,806

These alternatives were evaluated by Pikes Peak BOCES leadership, the Colorado Department of Education representatives from the Division of Capital Construction Assistance, and the superintendents and programs directors who are members of Pikes Peak BOCES. After visiting Irving Middle School and reviewing the options, the following course of action was recommended keeping foremost in mind that the School of Excellence must accommodate the safety and welfare of the students and staff in a setting serving highly unpredictable children.

Chosen Solution: The current facility needs to be demolished and a new facility built. The preferred course of action would be to replace the current building with a new Essential program facility. The new building size would be 62,034 square feet and would cost approximately \$22,948,475 to build.

The phase-in option is too risk in terms of future funding. The renovation/ addition option is close to the same cost as a new building and we would still have a 42 year old building. Irving Middle School is too big and requires too many renovations.

The property west of the School of Excellence is for sale and the seller would be willing to reduce the price if the difference could be accepted as a donation to the school. Pikes Peak BOCES is currently in negotiations to hold the property until the BEST program grant decisions are finalized this summer.

The master planning firm of Lantz-Boggio Architects was directed to move forward with a master plan that incorporated a new facility of 74,873 SF using the existing site with the addition of the adjacent property to the west for a total site area of 8.82 acres.

The new two-story building will be located on the parcel of land just west of the existing facility. The new facility (62,034 SF) will have a capacity of 165 students and the anticipated student body upon completion will be 124 students. This will allow some growth and variations in the number of classified students. This construction is the focus of the 2010 grant request.

A summary of the master plan is provided below. The detailed project plan is included in the appendix.

Space Description	Occupants	Net Square Feet
1. Administration	0	2,807
2. Liberty Program	100	5,026
3. Pikes Peak Pathways	173	10,049
4. Phoenix Program	61	3,379
5. Common Spaces	162	17,706
6. Associated Programs	45	3,379
Total	541	42,346

Space/count	SF Each	Total SF
7. Support		
•Entry vestibules-2	150	300
•Corridors	20%	8,469
•Restrooms		4,700
•Custodial-4	115	460
•Mechanical	3.2%	1,355
•Electrical	1.1%	466
•Walls	9.3%	3,938
Subtotal		19,688

Total Facility Gross Area: 62,034
 Gross area per student: 376
 Student Capacity (current = 89): 201
 Efficiency (current = 41.8%): 42.0%

8. Site Requirements

Student Parking	0	
Staff Parking	55	19,250
Visitor Parking	7	3,500
Drop-off	9	4,500
Bus Drive	21	21,525
Service Area	1	500
K-5 Playground	1	24,000
Secondary Playground	1	8,000
Exterior Storage	1	300
Patio	1	1,500
Sanctuary Yard	1	2,800
Softball Field	1	25,000
Soccer/practice Field	1	30,000

Site Efficiency/Open Space Allowance 42% □ 62,034

Site Size □ □ □ 62,034 □ 6.6 acres □ □

The building performance expectations for the Essential Program facility fall into two categories: quality and durability; sustainability.

1) Quality and Durability. The building materials and systems anticipated for this project will conform to the Capital Construction Assistance Public Schools Facility Construction Guidelines (referred to as CCAB standards) and the following outline. The costs for these materials and systems have been included in the projected costs.

- Site:

- o Earthwork in accordance with the geotechnical report
- o Asphalt and base in accordance with the geotechnical report for parking
- o Concrete in accordance with the geotechnical report for bus driver and service areas
- o Concrete curb, gutter and sidewalks
- o Underground storm water system
- o Water and sewer service in compliance with codes and the City of Colorado Springs
- o Gas, electric, telephone, and data in accordance with utility requirements
- o Industrial grade chain-link fencing

- Landscaping

- o Soil amendments for all planted areas
- o Automatic irrigation system
- o Sod turf areas
- o Seeded native grass areas
- o Low water use plants, shrubs, and trees
- o Wood mulch planter areas

- Foundation

- o Concrete spread footings in accordance with the geotechnical report

- Structural System

- o Steel post and beam superstructure
- o Open web steel joists for roofs with metal deck, sloped to drain
- o Steel joists and metal deck for upper floors
- o Concrete masonry elevator, stair shafts and lateral bracing walls

- Lower Floors

- o 4-inch concrete slab on grade
- o 6-inch granular water barrier
- o Vapor barrier
- o 2-inch perimeter insulation

- Upper Floors

- o 6-inch concrete fill over metal deck

- Roofing

- o 60 mil PVC roofing, fully adhered
- o R-38 rigid insulation board with protection and underlayment boards
- o Walk paths to all roof mounted equipment
- o Tapered insulation for crickets
- o Interior roof drains

- Exterior Skin

- o Face brick veneer
- o Cold rolled metal studs with R-22 insulation, sheathing, weather barrier, vapor barrier, and 5/8-inch painted drywall

- Windows, Window Walls, and Main Entry Doors

- o Aluminum storefront with thermo-break frame system
- o 1-inch insulated glass, tempered as required
- o Heavy duty aluminum doors, full glass
- o Casement operators in every occupied space

- Doors and Frames

- o Exterior: Heavy duty hollow metal doors and frames
- o Interior: Hollow metal frames and solid core, hardwood

- doors
 - o Hardware: Heavy duty lever locksets
 - Butt hinges on interior doors, ball bearing on doors with closures
 - Continuous hinges on exit doors
 - Closures on exit exterior doors and fire rated doors
 - Panic devices on doors and doors to rooms with occupancies in excess of 50
 - Weather stripping on exterior doors
 - Kick plates and miscellaneous hardware as required
 - Door operators on primary entrance
- Security System
 - o Door position switches on all exterior doors
 - o Access control on selected doors
 - o Video system throughout the building and on the exterior
 - o Access control system with monitors and recording system
- Interior Partitions
 - o Light gauge metal studs
 - o Painted 5/8-inch drywall on each side; moisture resistant in toilet rooms and impact resistant on lower sections of partitions
 - o Concrete masonry up to 7 feet high on all corridor walls on the corridor side of the wall only
- Interior Finishes
 - o Ceilings: Acoustic panel in all areas except drywall in vestibules and toilet rooms. Exposed structure in gym and utility rooms.
 - o Walls: Painted in all areas except CMU in corridors; porcelain tile wainscot on toilet room walls; full height tile in kitchen.
 - o Floors: 28 oz. carpet in all areas except porcelain tile in toilets and kitchen; VCT in utility rooms; athletic wood flooring in gym
- Toilet Accessories
 - o Floor mounted overhead braced solid epoxy partitions
 - o Toilet tissue, soap dispensers and paper towel dispensers provided by the owner and installed by the contractor
 - o Paper towel dispensers at every sink
 - o Other miscellaneous accessories as required
- Food Service
 - o Commercial grade equipment to include three compartment sink, reach-in refrigerator and freezer, stove and oven, preparation table food warmers, and hot/cold serving units with tray slides
- Plumbing
 - o Water, sewer and gas provided in accordance with codes and the City of Colorado Springs
 - o Low water use plumbing fixtures
 - o ADA accessible facilities in all toilet rooms
 - o Floor drains in toilet rooms, kitchen and utility spaces
 - o Utility sink in all janitor closets
 - o Gas fired domestic hot water system
- Heating, Ventilating and Air Conditioning
 - o Compliance with state energy code and building code
 - o Water source heat pumps with individual controls for each room
 - o Geo-exchange heating and cooling system
- Electrical
 - o Power: 208/477 volt system; 9 outlets per classroom; power to security, telecommunications, data, and other specialized building systems

- o Lighting: High efficiency, suspended, direct/indirect lighting; multi-level switching and occupancy sensors; specialty lighting as required
- o Special Systems: Addressable fire alarm, information technology system, public address, intercom, and telephone systems.

2) Sustainability

The object of this plan is to provide a LEED gold project. The accompanying checklist (pp. 53-54 of the Master Plan) identifies a possible 61 of the required 60-79 points to

achieve this objective. Due to the significance and importance of this objective, it is recommended that Pikes Peak BOCES consider a design and construction implementation strategy that allows the contractor to be brought on board as early as possible. Some significant issues include:

- Water quality systems on-site required by the city and green roof installations encouraged by the city that will allow more flexibility in the use of the site in the outer boundary of the creek.
 - The use of a geo-exchange system to achieve significant energy savings.
 - A significant reliance on daylighting which achieves needed LEED points but, more importantly, creates a better learning environment for students.
 - High air quality expectations.
 - Recycling of construction waste including the commissioning and use of recycled content in products which requires supporting documentation from the contractor.
 - The need for the project's innovative design given the inherent characteristics of the student population.
- The cost of these components have been built into the project budget.

How Urgent is this Project:

While the School of Excellence will not fall down tomorrow, a significant number of renovations must be accomplished within the next 2-12 months based on the CDE facility assessment (those scoring 1 or 2). Administration's highest priority are those renovations addressing the immediate safety and security issues. These are marked below with an *.

Items Scoring 1 (critical – immediate) on the CDE Assessment

- *School lacks a fire sprinkler system
- *HVAC system provides very poor fresh air to the school
- *There is no water retaining area for site drainage (eroding near foundation)
- *Classroom doors not recessed and do not open in exiting direction
- *The natural gas meter is exposed
- *Current electrical configuration has limited room for additional capacity; extension cords and outlet receptacles make up for lack of wall/floor outlets
- *School lacks an Event Alerting and Notification system.
- *School lacks open lines of sight and there are numerous hiding places
- *School lacks security video system
- *Windows are not double pane low-e glass or higher performance glass
- *Most windows are not operable for ventilation or egress in an emergency.
- *School nurse's station is too small, lacks storage and lacks a bathroom
- *Current lighting levels do not meet lighting codes
- The mechanical system has not been commissioned or retro-commissioned in the last decade
- Exterior CMU and pre-cast concrete walls are not insulated
- School does not have adequate bathrooms
- School lacks space for small group or informal learning activities
- Corridor walls are not insulated for sound and perform poorly
- There are not entry vestibules at secondary exists
- School does not have a music room
- School does not have a library

- School has no physical education facilities
- School lacks a practice field
- School lacks an auditorium or large multi-use room
- School's energy efficiency score is at the low end of the scale
- Parking exceeds guidelines and does not address the heat island effect
- School does not utilize energy efficient equipment
- There are no plans or procedures for energy management
- The school has no formal written preventative maintenance procedures.

Items Scoring 2 (potentially critical – 12 months) on the CDE Assessment (Critical safety and security items are marked with a *)

*The level of carbon dioxide is poor (1,010 ppm to 2,290 ppm)

*The roof covering is in failing condition. The membrane is beginning to shrink, creating weak spots. The roof over the commons areas was failing at the time of condition assessment with wet ceiling tile, walls, and floor finishes due to roof leaks.

*Corridors do not meet all of the fire rating requirements.

*Doors are solid wood. Only some doors and frames have labels, closers, and smoke seals

*The school's structural system is aged. The building shows signs of settlement. Cracks in the CMU walls are seen in some exterior walls. Some separation at caulk joints is evident.

•Plumbing supply and waste systems are original and should be replaced. Fixtures have reached the end of expected life and are insufficient for an ADA requirements.

•Corridor floors, walls and ceilings show signs of deterioration and should be replaced

•Ceiling finishes show stains from previous roof leaks. The system is 21 years past its expected service life.

•The exterior door system is original and showing signs of deterioration. Some show signs of rust.

•Most weather stripping and caulking are in poor to fair condition and should be replaced.

•There are numerous interior spaced with no natural light. Skylights in the commons area do not provide much light and are problematic.

•There has been no overall program of lighting fixture replacement or upgrading. The system should be replaced.

•Restroom floor vinyl tiles are severely stained from leaks and should be replaced with ceramic tile.

•The school playground is too small and lacks age-appropriate equipment

•The landscaping is in less than fair condition and does not aid in passive solar techniques

•The special education area lacks storage space

It is obvious that Pikes Peak BOCES must take immediate action on dozens of projects – a driving force in the renovation/new construction decision.

What is the Cost Associated with this Project:

\$22,948,475

How Does this Project Conform with the Construction Guidelines:

The state of New York's Facilities Planning Guidelines for state building aid for public school districts and BOCES outlines the minimum classroom sizes for special education programs. Elementary and secondary programs with a 6:1 student:teacher ratio should be at least 450 sq. ft. (75 SF per student). The same per student space is also the benchmark for rooms with 12:1 + 3:1 staffing and a maximum of 12 students. Either scenario is common at the School of Excellence. In addition, ancillary space should be provided at an equivalent to at least ¼ the area of the special education classroom for each classroom constructed, either as part of the new classroom or other designated space. New Mexico has similar space requirements. (NY State, July 2004 http://www.emsc.nysed.gov/facplan/publicat/building_aid_guidelines_072804.html; NY State, Guidelines for the Development, Review and Approval of Capital Projects for Students with Disabilities, http://oms33.nysed.gov/rsu/Manuals_Forms/Manuals/CapitalProjects/CapProjGuidelines.pdf; <http://www.nmcpr.state.nm.us/nmac/parts/title06/06.027.0030.htm>). The bottom line is that the type of children educated through Pikes Peak BOCES' School of Excellence have vastly different requirements than regular education students. The array of needs and behavioral issues should play a significant role in determining the project's conformity with Public Schools Construction Guidelines.

The following Construction Guidelines were used in this School of Excellence construction project:

- Site CCAB 3.18, 3.19
- Foundation CCAB 3.1
- Structural SystemCCAB3.1
- FloorsCCAB 3.1
- RoofingCCAB 3.2
- Doors and FramesCCAB 3.9
- Security SystemCCAB 3.7, 3.9
- Toilet AccessoriesCCAB 3.13
- PlumbingCCAB 3.4, 3.13
- Heating, Ventilating and Air ConditioningCCAB 3.11, 3.12
- ElectricalCCAB 3.5, 3.7, 3.8, 3.10
- Food ServiceCCAB 3.13

How does the Applicant plan to Maintain this Project if it is Awarded:

Funding for custodial services is derived from tuition. With increased enrollment, a portion of funds will be used to contract with a commercial custodial firm. The tripling of the School of Excellence’s square footage will necessitate expanding maintenance staff.

Currently, one individual is responsible for all maintenance services. He will be joined by a full-time assistant. They will meet with Todd Fenhaus, PP BOCES, Director of Fiscal Services to delineate maintenance and renewal timelines and procedures. As part of the master planning process, the following items form the preliminary maintenance and renewal schedule. Dollar amounts indicate yearly renewal reserve and yearly maintenance reserve.

Division 2: (\$37,272/\$1,232)

- Asphalt paving
- Concrete paving and sidewalks
- Specialty concrete
- Water service
- Storm sewer
- Sanitary sewer
- Fencing
- Landscaping
- Signage

Division 3: (\$7,214/\$577)

- Footings and foundations
- Slab on grade
- Concrete toppings
- Reinforcing
- Cast-in-place concrete

Division 4: (\$8,411/\$547)

- Brick veneer
- Reinforcing
- Concrete block back-up

Division 5: (\$11,140/\$872)

- Structural steel
- Metal fabrications
- Expansion joint covers

Division 6: (\$3,040/\$182)

- Rough carpentry
- Finish carpentry

Division 7: (\$26,832/\$456)

- Waterproofing and dam proofing
- Building insulation
- Rigid insulation
- Fire stopping
- Roofing
- Roof accessories
- Sealants

Division 8: (\$19,863/\$815)

- Hollow metal doors and frames
- Wood doors
- Specialty doors

- Access doors
- Store fronts
- Finish hardware

Division 9: (\$36,093/\$1,360)

- Gypsum board partitions and ceilings
- Flooring
- Acoustical ceilings
- Painting
- Gym floor

Division 10: (\$5,393/\$208)

- Markerboards, tackboards
- Fire extinguishers
- Signs, directories, plaques
- Operable partitions
- Toilet and bath accessories

Division 11: (\$1,824/\$63)

- Food service equipment
- Athletic equipment
- Residential equipment

Division 12: (\$7,273/\$288)

- Premanufactured casework
- Window treatments

Division 14: (\$1,468/\$70)

- Elevator

Division 15:

- Fire protection
- HVAC heating equipment
- GEO-exchange

Division 16: (\$59,639/\$1,470)

- Power, lighting, special systems
- Data system

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$308,270 for renewal and \$10,189 for maintenance

CDE Comments:

Funded FTE Count:	139	Bonded Debt Approved:	
Assessed Valuation:		Year Bonded Election Approved:	N/A
PPAV:		Bonded Debt Failed:	
Bonded Debt:		Year Bond Election Failed:	N/A
Total Bonding Capacity:		2009 Bond Election Results:	N/A
% of Bonding Capacity Used:		Median Household Income:**	
Bond Capital Remaining:		Free or Reduced Lunch %:	
Existing Bond Mill Levy:		State Financial Watch:	No
Who Owns the Facility:	3rd Party	Charter School Fund Balance:	
If it's a 3rd Party Explain:	Owned by the NEED Foundation with ownership transferable to PP BOCES when the building note/mortgage is paid.	Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:		If PP BOCES relocates or ceases to exist prior to title transfer from the NEED Foundation, the building will remain with the non-profit foundation. If PP BOCES has title to the building, the building would become the property of the member districts.	

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$24,095,898.00	Affected Sq Ft:	21,085
Current Project Match:	\$0.00	Master Plan Complete:	Yes

Current Total Project Cost: \$24,095,898.00
Previous Grant Awards: \$375,314.00
Previous Matches: \$8,261.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$23,332,050.00
Cost Per Sq Ft: \$370.00
Cost Per Pupil: \$139,082.00

CDE Minimum Match Percent: 28
Actual Match Provided: 0
Was a Waiver Letter Required: Yes
FCI: 60.45%
CFI: 132.00%
Inflation: 4
Davis- Bacon Wage Requirement: \$1,065,345

-Facilities Affected By This Grant Application-

Rocky Mountain Deaf School – RMDS Campus

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	18,876
Replacement Value:	\$1,917,893
Condition Budget:	\$452,172
Total FCI:	23.58%
Energy Budget:	\$0
Suitability Budget:	\$1,594,400
Total RSLI:	50%
Total CFI:	107%
Condition Score:	3.82
Energy Score: (20%)	3.35
Suitability Score: (40%)	3.57
School Score:	3.63



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ROCKY MOUNTAIN DEAF SCHOOL

Project Rank: 1.48

County: JEFFERSON

Applicant Priority #: 1

Project Title: New School for Deaf Pupils

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Rocky Mountain Deaf School is currently located in a strip mall. RMDS has relentlessly struggled with a failing roof, inadequate fire safety, asbestos, code issues, inadequate educational suitability, overcrowding, faulty electrical service, poor indoor air quality and ADA inaccessibility.

As a result of these deficiencies, RMDS is constantly addressing life and safety issues. Fire drills and lock downs are challenging with a faculty and student body who cannot hear announcements or the fire alarm. Students in the classroom do not have the ability to know in a timely manner that an emergency is happening within the school. Up-to-date technology and appropriate building design will finally meet these safety needs within the school.

RMDS knows firsthand how a poor quality facility can impact learning in the classroom. RMDS teachers endure teaching under leaking roofs and cold classrooms. They often spend their time plunging clogged toilets and carefully watching an assortment of strangers move past the playground from the surrounding stores. The teachers confront these complications with good humor and positive attitudes. And yet, without a physically safe and code compliant space, it becomes increasingly difficult to offer a full, focused and high performing academic program.

Rocky Mountain Deaf School includes two distinct programs:

1. Departments: Early Childhood, Elementary School, Middle School, High School
Providing intensive support for students to achieve on or near grade level.
2. RMDS-Deaf Plus Program:
Serving students with the dual diagnoses Deaf/Autistic

The unique needs of each age group mandate specific space requirements. The low student to teacher ratio and wide range of ages served, necessitates a unique space per student ratio. Recommendations from the National Standards for Facilities for Deaf, Hard of Hearing and Students with Cochlear Implants place this number at nearly 500 square feet per student.

"Deaf student classrooms tend to have fewer students and most often function quite differently than hearing classrooms. The learning process requires that everyone (teacher and all students) have line-of-sight between each other to facilitate ASL. This suggests a radically different room organization. In a Deaf classroom, as opposed to a typical hearing classroom, the primary means of communication can be defined as a series of lines of interconnecting everyone present."

"It is no longer enough to be structurally sound, weather-tight and served by dependable mechanical and electrical systems...facilities must also further support the teaching mission uniquely designed for a very broad range of deaf and hard of hearing children." (Winter & Co, 2009)

In a world driven by sound, Deaf students learn, communicate and thrive through visual means, rather than auditory means. In order for learning to be fully accessible for them, their environment must recognize and support visual learning. By designing a school to meet these distinct visual needs, educators maximize learning and increase educational outcomes.

"The BEST legislation addresses health and safety issues by providing funds to rebuild, repair or replace the state's most dangerous and most needy K-12 facilities."(CDE website, 2010) This stated mission of the BEST grant specifically matches the critical needs of Rocky Mountain Deaf School; most importantly, it addresses the immediate life and safety needs of the students.

By supporting the Rocky Mountain Deaf School's proposal, the BEST grant is not only solving the dangerous life and safety issues for Deaf students, but also providing them with a facility that promotes the success of Deaf students today and in future generations. The community's strong and passionate commitment to what's best for the students, has led RMDS on this mission to pursue the BEST grant. Without BEST funding, a permanent facility will remain out of the School's reach.

Issue: School Replacement

Deficiencies Associated with this Issue:

To understand the existing facility deficiencies, specifically the programmatic and operational deficiencies, one must first understand the unique teaching methodology of the Rocky Mountain Deaf School (RMDS). Therefore, an Executive Summary of the project has been included below to help the BEST Grant Staff and Board understand the project proposal in context.

Introduction to a Deaf Child's World

Exclusion, embarrassment, ridicule, humiliation and isolation; these powerful words are used by Deaf students describing the feelings they experience in a typical hearing school. Attending a mainstream classroom can be a real challenge for Deaf and Hard-of-Hearing students. They constantly struggle to understand a comment – keep up with a joke – or be a part of whispering that is taking place right next to them. Deaf students often lose confidence, become shy in answering questions and are left on their own with no friends—all because they are Deaf.

The Rocky Mountain Deaf School (RMDS) was founded in 1997 on the belief that Deaf children in Colorado should have a school that recognizes their unique social and learning needs. The RMDS curriculum sets high academic expectations and aims to build self confidence and self awareness in Deaf students so they become successful, self-reliant and hard working citizens.

A New Facility to Match the RMDS Mission

Many Front Range parents choose RMDS as the educational option for their deaf children. Yet still, some parents choose not to send their children to RMDS because the existing facility is less than ideal. RMDS has adapted to make the most out of its current facility, however, this facility has two main issues:

1. The quality of the spaces has deteriorated to the extent that the environment is unsafe for the children and administration; and
2. There is simply not enough square footage available to support student growth and academic curriculum.

For these reasons, the Rocky Mountain Deaf School is requesting BEST Grant funds for a new facility. A new facility would provide a safe, secure, visually appropriate, acoustically sound, barrier-free environment to a portion of the population that requires a unique learning environment that cannot be supported in a standard, mainstream school.

A BEST Grant approval for a new RMDS building would also allow RMDS to increase enrollment to 200 students. This would translate into area school district cost savings of a minimum \$35,000 per year (annual interpreter fees), per Deaf student that attends RMDS. For a student population of 200, this amounts to approximately \$7,000,000 per year in district cost savings! The Hardship Letter found in this Grant application will outline further potential district cost savings.

The proposed building is a one story facility comprised of approximately 45,000 assignable square feet and 68,000 gross sf. The design for the new school includes the primary educational components for Preschoolers through 12th graders – instructional spaces such as classrooms, art rooms and science labs; administrative offices; and core facilities such as a library, media center, auditorium and gymnasium which will be used by the school and community members after-hours and on weekends. RMDS differs from a typical mainstream school by its inclusion of unique support components within the school. Spaces such as the Spoken Language Program (SLP) rooms, Individualized Education Program (IEP) rooms, Occupational/Physical Therapy room, Sensory environments and Outreach/Transition rooms are just a sampling of rooms essential in a Deaf school to fulfill the Special Needs requirements of the student population. A description of space justifications can be found in Section 2.3 Space Planning Assumptions. A detailed description of the proposed building can be found in Section 3.3.A Architectural Narrative of the BEST Grant hardcopy.

Total project cost is \$17,865,896 (hard + soft costs). The hard cost for the project is \$11,900,000 and equates to \$186 per square foot and 320 sf per student. As members of the BEST Grant Staff and Board will surmise, the square footage per student is higher than typical Jefferson County schools. Several factors have contributed to this outcome (a detailed description of these factors can be found in Section 2.4 Comparison of RMDS to Jefferson County Schools and National Deaf Schools of the BEST Grant hardcopy):

-Higher SF per Student: Due to the high needs of individual students, as well as the distinct needs of each age group, a low teacher/student ratio is critical to maximize learning.

-Deaf Support Spaces: Specialized support spaces and classrooms not typically found within mainstream classrooms are required at RMDS .

-Core Facilities: Spaces such as an auditorium and gym are provided in the project so that Deaf students can access theatre and competitive sports.

Soft costs for the project amount to \$5,992,012. There are several cost drivers that have forced soft costs higher than some state of Colorado schools:

-Site Acquisition Cost: The preferred RMDS site is approximately \$2.5M. A higher site value results from limited appropriate available sites that meet RMDS needs. RMDS must be located within the Jefferson County School District, where most land values are higher than more rural or outlying communities in Colorado. A centralized location is imperative to accommodate students from the multiple districts RMDS serves. The identified sites will support RMDS efforts to maintain the current student body and established transportation routes.

-Technology Infrastructure: The presence of a rich mixture of infrastructure, data distribution equipment and safety messaging systems must be considered within classrooms and core spaces.

-Specialty Consultants: The project design team is comprised of a Deaf Design Consultant (who is Deaf himself) and will guide the rest of the design team in making wise design decisions for a Deaf student population. The project team will also include a Signage and Wayfinding consultant to design visual signage for the building.

-Interpreters: Due to the nature of working with a primarily Deaf student and teacher population and working with a Deaf design consultant, interpreters will be needed to facilitate communication at all design workshops and coordination meetings.

Realizing the RMDS Strategic Plan

The RMDS community has been actively engaged in a comprehensive Strategic Planning process. Parent, student, staff, faculty, Board and

community member input has been solicited to formalize a clear path toward accomplishing their educational goals. The resulting Strategic Plan (included in Section 5.4 Strategic Plan of the BEST Grant hardcopy) will guide the RMDS administration, staff and Board members as they coordinate priorities and maximize school performance.

The current facility limits the potential for the Strategic Plan to be realized. The Strategic Plan outlines a goal to increase student enrollment to better serve the large population of Deaf students on the Front Range. However, student enrollment is limited due to space unavailability in the current facility. In the Fall of 2010, RMDS will offer a high school program, but will cap enrollment to 8 students because there is no space for additional students. Because there is no available classroom to accommodate the high school students, the library will be dismantled. The existing meeting room will also be disassembled this fall so that it can be converted into a preschool classroom.

School outreach to the greater Deaf community will be maximized with a new facility build-out. The Strategic Plan projects that with a new facility, student enrollment will reach 150 students within the first three years. In five years, enrollment is projected to increase to 200 students. Projection figures are based on historical data and current statistics and trends—these are documented in Section 2.3 of the hardcopy document. In the last 13 years since RMDS inception, student enrollment has grown an average of 49% annually. Currently, 1,369 Deaf and Hard-of-Hearing students live in the Denver Metro area. Approximately 160 of those students are currently being educated and boarding at Colorado School for the Deaf and the Blind in Colorado Springs. If a new facility is built, it is estimated that at least 15% of the Front Range Deaf and Hard-of-Hearing students would attend RMDS. Once the school reaches 200 students, future expansion will be necessary. Therefore, the final project site selection will need to accommodate future building expansion.

Proposed Facility to Foster District and Community Partnerships

The Rocky Mountain Deaf School partners with 12 school districts to provide educational programs for Deaf and Hard-of-Hearing Students. By sending Deaf students to RMDS, the districts save a substantial amount of money annually and meet the state of Colorado's mandate as set forth in the Deaf Child's Bill of Rights—to provide an education to Deaf students wherein they have access to language peers of the same age and ability level. A new building would provide RMDS with sufficient space to increase student enrollment and district participation.

RMDS serves a diverse community; perhaps the most influential is the adult Deaf community. Organizations within the adult Deaf community, such as the Colorado Association of the Deaf (CAD), Veditz Center and the Colorado Commission on Deaf and Hard-of-Hearing, often rent the school for CAD monthly and committee meetings, interpreting educational meetings, Deaf church events and community gatherings. RMDS also partners with other educational and parent groups, such as the Hands and Voices organization and Early Literacy Development Initiative (ELDI) to provide family literacy training. A new facility with sufficient space, i.e. gym and auditorium, would allow RMDS to host more community events and build relationships with additional community members. A more detailed description of community partnering within the new facility's gym and auditorium can be found in Section 2.3 Space Planning Assumptions of the BEST Grant hardcopy.

The Design Team recognizes that there may be questions related to Deaf school education—why Deaf schools exist and why all Deaf children aren't mainstreamed into traditional schools. Therefore, the remainder of the Summary will discuss these issues and how RMDS evolved.

Need for Deaf Education

The need for language rich deaf education is supported by the U.S. Department of Education, which in 1992, issued Policy Guidelines stating:

“The disability of deafness often results in significant and unique educational needs for the individual child. Major barriers to learning associated with deafness relate to language and communication, which, in turn, profoundly affect most aspects of the educational process. [The] communication nature of the disability is inherently isolating, with considerable effect on the interaction with peers and teachers that make up the educational process. This interaction, for the purpose of transmitting knowledge and developing the child's self-esteem and identity, is dependent upon direct communication. Yet, communication is the area most hampered between a deaf child and his or her hearing peers and teachers.”

“The Secretary of Education is concerned that the Least Restrictive Environment (LRE) provisions of the Individual with Disabilities Education Act (IDEA) and Section 504 are being interpreted, incorrectly, to require the placement of some children who are deaf in programs that may not meet the individual student's educational needs. Meeting the unique communication and related needs of a student who is deaf is a fundamental part of providing a free appropriate public education (FAPE) to the child. Any setting, including a regular classroom, that prevents a child who is deaf from receiving an appropriate education that meets his or her needs, including communication needs, is not the LRE for the individual child. Placement decisions must be based on the child's Individualized Education Program (IEP). The decision as to what placement will provide FAPE for an individual deaf child—which includes a determination as to the LRE in which appropriate services can be made available to the child—must be made only after a full and complete IEP has been developed that addresses the full range of the child's needs.”

As is apparent in the text above, one type of educational environment is not a one-size-fits-all approach for Deaf students. One Deaf student may thrive in a mainstream school, while another may flourish in a Deaf academic setting. RMDS was founded to offer Deaf students a choice in academic life. Before RMDS was created, there were only two options for Deaf students in Colorado:

1. Mainstream schools where communication is filtered through a state-funded interpreter throughout the school day; or
2. The Colorado School for the Deaf and Blind, a boarding school in Colorado Springs where children stay in a dorm, instead of living with their parents during the week.

Once RMDS opened its doors, Front Range Deaf students finally had a local school option where they could communicate in their native language (ASL) and live with their parents during the week.

Effects of Mainstream Deaf Education

There is ongoing debate on whether or not Deaf children should be “mainstreamed”. Many parents and educators of Deaf students believe that Deaf schools’ specialized teaching methodologies create higher achieving, more self-confident students who are better equipped for life in the “real world”.

Information provided by the Colorado Commission on the Deaf and Hard-of-Hearing indicates that as many as 75% of Deaf adults in Colorado are unemployed. Most of the Deaf adults in Colorado were integrated into mainstream schools. It is widely believed that the unemployment rate in Colorado’s Deaf adults is attributed to low expectations for Deaf students in the mainstream school system.

The RMDS educational curriculum intends to correct this gap in the workforce. To understand how, one must understand the academic and social differences in teaching methodologies.

Mainstream Deaf Education v. RMDS Education

Expectations

Mainstream Schools: Research shows that Deaf students in mainstream classes are often asked the easy questions, and not held to the same high level of expectations as their hearing peers.

RMDS: Rocky Mountain Deaf School believes Deaf children are fully capable of succeeding academically. Therefore, teachers hold students to high expectations in a rigorous learning environment. Deafness is NEVER viewed as an excuse for not learning.

Learning Outcomes

Mainstream Schools: Research shows that often Deaf students in mainstream classes are isolated. They communicate with their peers and teachers through an interpreter. Few hearing students learn to communicate enough to have a full conversation with their Deaf peers. Therefore, Deaf students are often quiet in class and less academically involved.

RMDS: Students are engaged in extensive interaction with their peers, teachers and others outside of the classroom. These collaborative learning experiences greatly enhance their vocabulary and general knowledge. In addition, teaching methods are geared towards Deaf students. Best practices in Deaf education are implemented throughout the school, as every teacher has a master’s degree in Deaf education.

Positive Identity

Mainstream Schools: Mainstream schools often have few other Deaf or Hard-of-Hearing students, so Deaf students often stand out as “the Deaf student”. Other Deaf and Hard-of-Hearing students attending the school may not know ASL or be involved in Deaf culture, therefore students may not experience a sense of belonging and instead always feel different.

RMDS: Being Deaf is a positive state of being at RMDS. Surrounded by positive Deaf role models, students are more able to visualize a successful future for themselves. Students, faculty, and staff have a shared culture – Deaf culture. This shared culture instills in children a sense of belonging. Everyone is Deaf and no one stands out.

Information Access

Mainstream Schools: Communication is the area most hampered between a Deaf child and his or her hearing peers and teachers. In many mainstream schools, information may not be presented appropriately or in a visual manner. Interpreted education may lack quality, due to interpreting errors, or interpreting that does not match the students’ preferred mode of signing. This lack of accessible communication often impacts the learning of students in mainstream settings.

RMDS: Information is presented visually. Students have direct communication with teachers and their peers. Classes use adapted services and tools to create a fully language accessible environment. Advancements in technology, such as videophones, are also in every class, giving Deaf students and teachers the ability to access outside communication.

Social Life

Mainstream Schools: In many mainstream schools, Deaf students are socially isolated. Hearing students may not know sign language and all interactions are dependent upon an interpreter. It is often difficult to carry on a conversation with another teacher or student at the spur of the moment or discuss personal issues.

RMDS: Students have many opportunities to make friends. Students, faculty and staff know sign language which makes interaction easy. Activities and programs are geared for deaf students. In many ways, a Deaf school looks very similar to a mainstream school for hearing students, where students have a variety of relationships within their peer groups.

Conclusion: A Needs and Value-Based Justification

RMDS provides an academic curriculum tailored to educating an underserved Front Range student population. A new facility with adequate program areas, school resources and unique teaching environment is needed to fully nurture Deaf and Hard-of-Hearing children. The Rocky Mountain Deaf School has created a vision of what this special school should be, thoroughly supported by relevant data, costs and verifying documents. The complete body of this information is included within this application.

EXISTING BUILDING LOCATION DEFICIENCIES

The existing facility utilized by the Rocky Mountain Deaf School (RMDS) is located in the Applewood Grove Shopping Center on Youngfield Street in Golden, sharing mall storefront with a pet grooming business, hookah shop, fireplace retail center, women’s fitness center, DollarMart and various other restaurants and businesses. In 2006, RMDS took over the building space previously occupied by the Free Horizon Montessori School to accommodate RMDS’ P-5 program. At the time, RMDS had virtually no financial resources to renovate any previously-occupied space. The Applewood Grove space was the only financially viable option for the expanding school—the space was already set up as an educational facility and therefore did not require renovation. RMDS moved into the space without completing any renovation to the facility.

Two years later, in 2008, RMDS expanded its curriculum to offer middle school classes to its growing student population. Adjacent retail space was leased to provide a home for the middle school students. A wall opening to provide access from the Preschool/Elementary School to the Middle School department was the only renovation that was completed.

Over time, the school has grown to the extent that the facility no longer meets RMDS needs. The facility has also deteriorated to a level where the environment has become unsafe.

Adjacent Businesses:

Since the time RMDS moved into the Applewood Grove Shopping Center in 2006, the number of businesses inhabiting the center has dissipated. The recent economic downturn has also affected the quality of businesses that have occupied the center. In an effort to fill the center's storefront, the landlord leases retail space to entities that do not necessarily complement a school environment. For instance, RMDS is located approximately 200'-0" from a BBQ restaurant. When the smoking grills are fired up around 1 p.m., the smell permeates the adjacent businesses, including RMDS. The school is also approximately 600'-0" feet from a bar and pool tavern, which for obvious reasons, is not a desirable business to place next to a school.

Crime Reports:

Just recently, the Jefferson County Sheriff personally delivered a crime report to the Rocky Mountain Deaf School. He expressed his concern for the safety of staff and students of the school. He told RMDS staff "...it is only a matter of time before something awful happens to one of your students. You need to get out of here." The latest Golden police report states that there have been over 230 crimes committed within a one mile radius of the school since October of 2009. The following list represents only a portion of the crimes committed near the school:

- 40 assaults, 7 of which were with a deadly weapon
- 48 thefts
- 3 sexual assaults
- 36 property crimes
- 17 breaking-an-entering incidents

Needless to say, the area in which RMDS is located is not suitable for a school facility.

EXISTING LIFE SAFETY DEFICIENCIES

Some of the life safety concerns have been addressed in the CDE Assessment Report. However, this report does not address the entire scope or gravity of the deficiencies found in the existing facility. There are several significant concerns that adversely affect the safety and welfare of the school's students, faculty and staff. As in most leased spaces, RMDS is responsible for any damaged/broken systems within the confines of the exterior walls. The building envelope—exterior walls, roof and site are the responsibility of the landlord. However, the landlord for the Applewood Grove Shopping Center is an absentee landlord and does not repair ANY damage to the roof and exterior of the building. Evidence of this neglect is apparent in the uploaded photographs throughout this application.

FIRE CODE DEFICIENCIES

Structural Safety: All buildings must be designed so that the health, safety and welfare of the public is preserved. Buildings must also be preserved so that the structure is not compromised when damage to the building envelope occurs. The roof of the facility leaks and has not been repaired by the building landlord, even though it falls within his landlord responsibilities. Continuous requests to repair the roof have been left unanswered by the absentee landlord and consequently, the water has damaged the structure of the facility, leading to roof beam cracks and potential rotting of the wooden beam structure.

Sprinkler System:

The sprinkler system was installed in 1960 and is beyond its 30-year service life. The main riser that serves the entire shopping center is located in the RMDS space and shows signs of deterioration. Sprinkler heads are also not located correctly—there are too few sprinkler heads and many are located too close to walls and would not extinguish a fire. The CDE Assessment Report recommends that the sprinkler riser and entire sprinkler system be replaced. Needless to say, in the event of a fire and the sprinkler system fails, the safety of building occupants is compromised and loss of life could occur.

Egress Doors: The interior egress doors from classrooms and other spaces do not incorporate smoke seals, closers and fire rating labels.

Due to freeze/thaw cycles and lack of expansion joints, the door openings/frames move. Consequently, exterior and interior doors do not close or, conversely, doors are essentially locked in place so that occupants cannot adequately close doors or enter/leave a space until the door is re-hung. A repair person has come to RMDS on multiple occasions to re-hang many exterior and interior doors.

Horizontal Exiting:

As the existing plans indicate, the middle school is located in the southern area of the building, just south of the library. The door between the library and middle school is a horizontal exit, yet there is no fire separation at the walls. The partitions do not extend to the structure. There are also no fire separations between the school itself and adjacent businesses.

Emergency Notification System:

The school currently uses a visual, flashing light system as its fire alarm system. This is an adequate alarm system in the event of a fire, however, this does not serve as adequate emergency notification system for other emergencies such as calls for help, lock downs or adverse weather. Traditional notification systems that incorporate audible alarms, PA systems and intercoms do not serve as effective communication tools for the deaf population. As the deaf students and teachers cannot call for help in an emergency situation, an interactive notification system is paramount. Everyone in the school should be able to call for help, pass along a timely warning, or receive a warning any time, anywhere. A teacher shouldn't have to choose between staying with students and calling for help.

Fire Lane:

The strip mall parking lot does not designate a fire lane for the shopping center, and does not have “No Parking” signs for fire truck access. A fire lane cannot be implemented, as the required area is currently a student drop-off.

AMERICANS WITH DISABILITIES ACT (ADA) DEFICIENCIES

Path of Ingress:

The entry sequence into the building contains a number of deficiencies, especially for those who are physically disabled. The ADA parking spots are not located directly adjacent to the building—they are located approximately 25’-0” from the front entrance. The entrance door hardware is not ADA accessible. ADA push buttons do not exist and the door levers are non-compliant.

ECE Playground:

The preschool playground is elevated with no ramp into the play area. The playground also uses wood chips as a playground base, but the chips are not Engineered Wood Fibers (EWF) and therefore are non-compliant.

OTHER LIFE SAFETY DEFICIENCIES

Restroom Safety:

All elementary school children, parents, faculty, bus drivers and visitors share the same restroom. This presents a great concern for the safety of these young children. These young children must be monitored very carefully. However, because the classrooms do not have adjacent restrooms dedicated to the elementary school, a teacher must often stop class to take children to the restroom. There are additional problems with this configuration: if a male child uses the restroom and a bus driver or visitor is also in the restroom, it is not possible for the female teacher to supervise the child, leaving the child alone in the restroom with a stranger.

Bus Drop-Off:

The bus and parent drop-off area is located directly in front of the main entrance to the school, within the strip mall parking lot and main vehicle service street. This presents serious problems—a child that escapes the grasp of a parent’s hand is only a few steps from running into a car traveling at close to 25 mph or greater. There are also no markings designating a school zone, indicating to other strip mall customers that a school exists in the area, as recommended in CDE guidelines.

Plumbing Fixtures:

The water closets in the main restroom consistently backup and overflow. RMDS administration has hired various plumbers to fix the plumbing problems, however, this only seems to be a temporary fix. In a short period of time, the plumbing fixtures backup and overflow again. RMDS administration and students/staff, unclog toilets at least one time daily.

Water Infiltration Issues:

The roof and overflowing plumbing fixtures are suspected to have caused more than structural issues and inconveniences. While a study has not yet been conducted, there are suspicions that the interior environment may be compromised because of repeated water infiltration issues.

Indoor Air Quality:

As indicated in the CDE Facility Assessment Report, there is a poor amount of fresh air provided in the school. The ventilation within the building is also inadequate. As a result, smells from semi-adjacent restaurants infiltrate the school and linger for hours.

Asbestos:

Before the Free Horizon Montessori School inhabited the space in 2003, the Montessori administrators directed an independent body to conduct an asbestos assessment of the building. Risk Management Services, Inc. (RMS) identified the Vinyl Composition Tile (VCT) and mastic as containing 5% Chrysolite asbestos. They also found the overhead furring in some areas of the facility have drywall mud containing asbestos. RMS completed a Asbestos Management Plan for the facility on June 20, 2003. Free Horizon subsequently completed a renovation of the space, abating only some of the material, to accommodate the new design.

When RMDS took over the space from Free Horizon in 2006, the space was adapted “as is” with no renovation occurring until 2008, when the adjacent storefront space (approximately 2,300 sf) was leased to accommodate the new middle school program. At this time, another inspection was performed, and the space was also identified to contain asbestos. Specifically, the existing carpet adhesive was identified to contain 8% Chrysolite. The recommendation from RMS was to abate the asbestos prior to the placement of new carpet. RMDS proceeded to complete a minimal renovation, only to create a wall opening so that the adjacent space could communicate. The carpet remained in place, undisturbed.

A majority of the carpet in the facility is rolled and needs replacement. However, as the risk management company recommended, if carpet was to be removed, the floor tile and associated mastic would need to be abated. As the hardship letter indicates, the Rocky Mountain Deaf School does not have the funds to abate and replace the carpet in the facility.

EXISTING SPACE PROGRAMMATIC/OPERATIONAL FACILITIES

There are numerous deficiencies that plague each space in the current RMDS building. The most common programmatic/operation deficiencies that affect all building users are:

-Lack of instructional space

-Acoustics throughout the facility is very poor due to noise from the mechanical systems, barking from an adjacent animal grooming facility and traffic noise from the strip mall parking lot.

-Lack of static dissipative carpet and tile. This deficiency is particularly important for those with cochlear implants. Buildup of static electricity can cause the device’s memory to reset.

- Poor quality of instructional space
- Visual distraction
- Poor lighting/glare
- Lack of storage
- Lack of support areas for physical activity
- Lack of assembly/community areas

A specific list of deficiencies, broken out by each department, is listed in the following paragraphs.

Early Childhood Education School Space Deficiencies

ECE Instructional Spaces:

-Space deficiencies: The most significant deficiency for the ECE department is lack of classrooms. The Early Intervention classroom is currently closed, as they did not have enough space to accommodate the class.

-Licensure Space Deficiencies: There is a preschool classroom that does not comply with requirements as dictated by the Colorado Department of Human Services Division of Child Care. The classroom is not connected to its own outdoor play space.

-Environmental Deficiencies: The carpet within the classrooms has deteriorated to the extent that they are rolling and coming up. Students frequently trip as they walk on the carpet.

-Lack of Storage: There is no space to store cots, arts supplies and teacher resources. These items are often stored in the hall, which affects egress from spaces in the building.

ECE Playgrounds:

-Toddler Playground Safety: The toddler playground just barely meets the basic requirements of the licensure code. The fence is unsafe and the play structures are not adequately anchored to the ground. The play surface is rough and uneven and causes students to trip and fall.

-Preschool Playground ADA Accessibility: There is no ramp leading into the play area for wheelchair access.

Elementary School Space Deficiencies

Elementary School Instructional Spaces:

-Kindergarten Space Deficiencies: There is currently no space for a Kindergarten room. Therefore, the kindergarten students travel between the first, second grade rooms and the preschool room.

-5th Grade Space Deficiencies: There is no dedicated classroom for the fifth grade students. They move between the 3rd and 4th grade classrooms and middle school space.

-Lack of dedicated restrooms: All elementary school children use the restrooms adjacent to the Multi-Purpose Room. This is also the only restroom for bus drivers, parents and visitors. Teachers cannot monitor the children easily and there are opportunities for children to be alone with strangers.

-Glare and distraction issues: There is a large wall of windows in the current space which creates excessive amounts of glare. The windows also look out onto the strip mall parking lot which creates visual distractions for the students. Because the students can only absorb lessons by visual communication, they miss large amounts of information if they can't see ASL instruction.

Middle School Space Deficiencies

Middle School Instructional Spaces:

-Space Deficiencies: Deaf students need to see each other to communicate. Therefore, the formation of arranging desks in rows is not suitable for RMDS students. Their desks must be arranged in a semi-circle so students can see one another and interact. There is not enough space to set up 10-12 desks in a semi-circle in two of the three small teaching areas.

-Internal Visual/Acoustic Distractions: There are currently three middle school classrooms in one open room, divided by partial height temporary partitions. If a student needs to go to the bathroom, they literally have to walk through two teaching spaces to get to the bathroom. The classes are constantly interrupted (visually) by students and teachers in adjacent classrooms.

-External Visual Distractions: The cars passing by in the strip mall parking lot is a constant distraction.

-Glare: The wall of windows in the middle school has a negative impact on student learning. The glare makes students fatigued while watching teachers and other students signing.

-Lack of storage: Middle school resources are currently stored in hallways due to lack of storage space.

High School Space Deficiencies

Note: Due to continued parent demand, RMDS will be adding a high school program in the Fall of 2010.

High School Instructional Spaces

-Space deficiencies: There are currently no dedicated high school instructional spaces in the building, as a result, the high school will need to share space with the middle school. The program will need to cap enrollment to 8 students because there is no additional space for high school instruction. RMDS is considering two choices:

1. Dismantle the library to become a high school classroom
2. Rent the vacant store next door that was formerly a clothes cleaners.

Neither option is ideal. The latter option is the least favorable because there is asbestos containing material that would need remediation before move-in. RMDS simply does not have the financial capability to do this. This space is also adjacent to the “Wag n Wash” where animals constantly bark. The barking interferes with the audio frequency of the students who have cochlear implants.

Shared Instructional Space Deficiencies

Science Laboratories:

-Space Deficiencies: There is no space for an elementary science classroom. Therefore, science is conducted in the kitchen and materials are stored in the hallway.

-Space Deficiencies: There is no science laboratory for middle and high school students in the existing facility. Experiments are conducted in the classroom, without proper ventilation and safety measures. There are also no emergency eyewash and shower systems to aid students/teachers in the event of a chemical spill.

American Sign Language (ASL) Lab

-Space Deficiency: The current “lab” is located in the corner of the library. Video taping of students signing is conducted in this area and there is constant visual distraction of students in the background.

-Visual Distractions: The lab is next to the wall of windows where the sunlight is not controlled. This creates glare which fatigues students and teachers.

Special Needs Classrooms for Deaf and Autistic Children:

-Space Deficiency: As in any school environment, older kids should be separated from the younger students for safety reasons – bullying, etc. This is especially true in deaf and autistic children as they can become very aggressive and could potentially hurt the other students. Therefore, two classrooms to separate the children are mandatory—one classroom should be located by the elementary school and one by the middle/high school. RMDS does not have a second classroom to separate the deaf and autistic students, therefore, deaf and autistic preschoolers are taught in the same classroom as 18 year olds.

-Environmental Deficiencies: The current classroom carpet is rolled which trips and injures children, especially those with additional motor or visual disabilities. The paint in the classroom is glossy white and produces glare.

Family and Consumer Sciences Classroom:

-Space Deficiency: There is currently no space in the existing facility for children to learn the concepts of cooking, sewing, nutrition, child development and money management. This room is necessary as children who have not been able to communicate with their hearing parents have not been taught these essential living skills.

Sick Room:

-Space Deficiency: Currently, there is a toddler bed for sick children to lie on located in the Reception area.

Administrative Space Deficiencies

Administrative Offices:

-Space Deficiencies: Many private meetings with 4-5 people should be conducted in these offices. Currently, there is not enough space to accommodate these people, so private conversations with this group of people occur in other non-private rooms.

-Audiologist Space Deficiency: There is currently no space for an audiologist to help students who have cochlear implants and hearing aids.

-Visual Deficiencies: Rooms do not have appropriate visual access to entry areas for greeting visitors, etc.

-Adjacency Deficiencies: The administrative offices are not located near each other and at opposite ends of the school.

Administrative Support Area Deficiencies

Teacher’s Resource Room:

-Space Deficiencies: For Deaf students to be successful learners, they must have access to many visual learning materials and manipulatives. These resources require more space than a traditional school. Teachers often make behavior charts, visuals to support concepts taught and manipulatives. The current space is overcrowded with these vital educational resources.

-Safety Deficiencies: The resource shelves are connected to a structurally precarious wall.

Staff Lounge:

-Space Deficiency: There is not a staff lounge in the current facility. Most of the time, the staff eats at their desks. Staff shares a refrigerator and microwave with the students.

Meeting Areas:

-Space Deficiency: The current meeting area is not separate (acoustically or visually) from the adjacent resource room and music area. Most meetings are confidential, but the confidentiality is compromised as one walks into the meeting room to access the music area. This room will be turned into an Early Intervention Classroom this coming fall because there is no other space available. Therefore, large meetings can no

longer be held in this room. All meetings will be held in the Multi-Purpose Room which has no acoustical or visual privacy.

-Technology Deficiency: There is no “built-in” technology in the existing meeting room for conferences, curriculum meetings, etc.

Individual Educational Program:

-Space Deficiencies: There are currently no dedicated IEP Testing Rooms in the existing facility. Testing is performed in the classroom. Visual distractions have a negative impact on assessment scores.

Speech Language Pathology Room:

-Acoustic Deficiencies: The current room is located on two exterior walls that are shared by the preschool playground and elementary playground. Even though Deaf children can't hear, they still make audible sounds. These sounds can be heard in this room and are distracting for the teacher and students inside.

-Lighting Deficiencies: While the entire building suffers from adequate lighting, the lighting is especially poor in this room. Lipreading skills are taught in this room and quality lighting is essential.

Occupational Therapy/Physical Therapy Room:

-Space Deficiencies: OT/PT shares space with the Counselor's Sensory Room which is much too small. There is not enough room to accommodate the type of equipment required in the OT/PT space.

Instructional Support Space Deficiencies

Library:

-Space Deficiencies: The library is extremely overcrowded. There are boxes full of donated books that cannot be stacked because there is no shelf space for them.

-Operational Deficiencies: The 1,000 sf library serves as a multi-purpose room to the detriment of the users—it is used as a testing room, spare classroom, office for ASL and Reading Specialist, volunteer work space and middle school tech classrooms. There is virtually no time for the library to be utilized as a quiet reading room for the students or teachers.

-Acoustical/Visual Deficiencies: The media center, located within the library, has no acoustical or visual privacy.

Assembly Space:

-Space Deficiencies: The current Multi-Purpose space is too small to gather the entire student body and faculty, much less students, parents and friends for dance and drama performances, as well as holiday school performances and graduation. Student enrollment is increasing and next year RMDS expects to rent outside spaces for nearly every event.

-Lack of Tiered Seating: In assemblies and events, such as honor roll assemblies, deaf students, faculty and parents rely on visual access. They cannot hear the person speaking, so they must SEE the person speaking. Therefore, tiered seating is critical to give the audience a clear view of the speaker.

Cafeteria:

-Space Deficiencies: There is not enough space in the current cafeteria for the departments to eat together. There is also not enough space for RMDS to host special events for the families. Particularly important for the parents of deaf students is the ability to connect with other parents to discuss issues in their children's lives. This type of support networking is currently held outside of the RMDS school, as there is not enough space to accommodate 200+ parents, faculty and staff.

-Social Deficiencies: The lack of space and furniture configuration in the cafeteria creates invisible consequences. Social time is an integral part to any student's educational growth. It is especially important for deaf students to feel connected to one another and for a support network to be formed within their peer group. The existing rectangular bench tables in the cafeteria impede the ability for the students to easily communicate with one another. When deaf students sit side-by-side, they must completely turn themselves 180 degrees in order to sign with each other. This facilitates one-on-one conversations instead of group conversations—where group conversations are vital in creating multiple relationships within peer groups.

-Environmental Deficiencies: The current cafeteria was the former loading dock of a supermarket. The walls are mostly concrete block and the ceiling is unfinished. Health and fire safety inspectors have requested that RMDS install a dropped ceiling, demolish the existing loading dock door and infill the opening to provide continuous, washable, smooth, non-absorbent surfaces in the cafeteria and kitchen areas.

Gym:

-Space Deficiencies: There is no gym in the current facility. The Multi-Purpose room is used as the gym, but it is not a regulation size gym and cannot be used for sports activities. RMDS currently has a volleyball team, yet they need to practice and play games in an off-site recreation center. For other sports such as baseball, basketball and soccer, Deaf students must integrate themselves into club sports where most of the other players are not Deaf and cannot communicate in ASL. Many Deaf parents don't have the resources to provide interpreting services for their children at every practice and every game so that coach calls, whistles blown and conversations can be understood. As a result, many Deaf children don't have access to sports activities.

-Safety Deficiencies: Students should be expected to fall within the gym area, however, when they fall on carpet, students get injured from rug burn. Students have also been injured multiple times by running into walls in the small space, while having indoor recess or participating in a gym class.

-Programmatic Deficiencies: To meet the Colorado State Standards in physical education, RMDS contracts with a local recreation center for Friday Physical Education classes. RMDS rents a Jefferson County bus to transport the PE Teacher and students to the recreation center.

RMDS then pays a usage fee for the students who utilize the facility. RMDS also sponsors multiple sports and must rent other facilities to accommodate practices and games.

Facility Maintenance:

-Space Deficiencies: There is currently no facility maintenance office in the facility. Current facility maintenance storage is inadequate.

Other Deficiencies

Technology:

-Power: Access to technology is limited because electrical power to the classrooms and support spaces is inconsistent. Electrical wiring is routed to the panel incorrectly and prohibits usage of many outlets.

-Internet: RMDS struggles to maintain access to the Internet. Lack of bandwidth and an aging server contribute to the limited Internet availability.

Proposed Solution to Address the Deficiencies Listed Above:

The solution to the deficiencies outlined above is to replace the school. Because the school is in a leased space, it is not possible for the school to replace the existing facility. Additionally, the high crime rate in the surrounding area mandates that the school move to a safer neighborhood. RMDS administration and steering committee members investigated other options for school replacement, i.e. moving into an abandoned facility and remodeling to meet their needs, however, no such facility exists in the Jefferson County school district.

The section below describes the design parameters for the school replacement and how the space types and square footages were derived. The incorporation of these spaces into the new facility will solve the deficiencies described previously.

SPACE PLANNING ASSUMPTIONS

The design team began the process of determining space requirements by reviewing Jefferson County (JeffCo) space standards for K-12 schools. Where possible, JeffCo standards for the programming of the building have been followed. However, JeffCo standards do not address the unique nature in which deaf and hard-of-hearing students learn. In a mainstream school, students and teachers rely on multiple senses to learn and teach material. In a deaf school, students and teachers can only heavily rely on one sense—sight.

As such, the design team followed the standards as established by the National Standards K-12 Educational Facilities Design Guidelines for Deaf and Hard-of-Hearing Students to inform the program and building design. As the introduction to the guidelines states, “To understand the very idea of an environment and building designed for education, one needs to clearly understand the population whose needs it will serve.” These guidelines, attached at the end of this section, will describe in detail the nature of designing facilities for deaf and hard-of-hearing students. The core planning principles shown below are taken from the guidelines and should help describe the factors that have driven the program and design of the new facility.

CORE PLANNING PRINCIPLES

1. Visual Accessibility

Classrooms:

Students and teachers must have visual accessibility to one another at all times; otherwise, distractions abound and prevent student learning. In order for the students to adequately see the instructors, classroom desks and chairs must be oriented in a “U-shape” configuration. This type of configuration also allows students to communicate with one another at all times, which is a vital component to any educational curriculum. For these reasons class sizes are small (between 6 to 8 students per teacher) so that students can focus on the teacher and communicate with one another. According to the Guidelines, classrooms come in two general sizes—600 sf and 850 sf. Classroom sizes in the RMDS program range from 675 sf to 800 sf. Therefore, the classroom metrics for RMDS are on track.

Administration:

Administration must have visual access to multiple spaces simultaneously. This includes all entry points into the building. Entrance points must be continuously monitored by the staff or electronically controlled.

Corridors/Stairs:

When multiple deaf or hard-of-hearing individuals carry on a walking ASL conversation, they must have barrier-free and widened corridors and stairs so that conversations can occur while travelling from one space to the next. The corridor and stairs must also be wide enough to accommodate the passage of others walking in the opposite direction.

2. Lighting

Deaf and hard-of-hearing students are more sensitive to the visual environment than hearing peers. Excessive brightness, improper lighting and glare can cause eye fatigue in students, as they must be visually focused at all times. Figure 2.3.a shows an ideal lighting design for Deaf classrooms.

3. Acoustics

The number of students with cochlear implants is increasing, which provides them a greater capability to hear, but also introduces them to acoustical issues. Cochlear implants do not “cure” one of deafness, but they do allow some sound transmission to occur which aids in communication with the “hearing” world. To this end, persons with cochlear implants are very sensitive to reverberation and noise. Mechanical systems with high air speeds can be very distracting to persons with cochlear implants. Also, consideration must be given to street noise,

hallway noise, adjacent rooms so that distractions are kept to a minimum.

GENERAL PLANNING ASSUMPTIONS

In addition to the core planning principles outlined above, general planning assumptions used to determine the functional and space requirements for the proposed Rocky Mountain Deaf School include the following:

- The design of the facility will encourage interaction between staff and students of all grade levels by creating space to gather and build community.
- The facility will incorporate support spaces that are vital for deaf student development.
- Spaces will provide flexibility to meld populations by accommodating growth, change and evolution towards unforeseen pedagogy.
- A rich system of technology and instructional aids in the facility will support the teaching methods for the deaf and hard-of-hearing student population.
- Supervision and security will inform the building layout such that clear sight lines are woven throughout the facility.
- The facility will be designed such that the surrounding community can use the public spaces--gym, auditorium, library during nonschool hours.
- Early childhood education spaces will be designed for children and provide flexibility for a variety of exploratory and interactive environments.
- Learning areas will be comfortable, odor-free, well lit and glare-free environments.
- Instructional facilities will have a close relationship to core facilities--administration, library and special classrooms. Other, noisier spaces will be located remotely from the instructional environment.

Growth

- As outlined in the Strategic Plan, the projected enrollment for RMDS in 2017 is expected to be 200 students. This averages to 14% annual growth.
- As the student population grows, the staff will grow at a proportional rate. Therefore, a student population of 200 students would require a staff of approximately 50.

PLANNING STANDARDS FOR SELECTED PROGRAM AREAS

The program for the Rocky Mountain Deaf School includes spaces for ECE through 12th grade classrooms, academic support spaces, administration, shared core facilities and building support. Assumptions for specific program areas are listed below and divided into 5 program categories—I. Instructional Spaces; II. Instructional Support Spaces; III. Administration; IV. Educational Support; and V. Building Support:

I. INSTRUCTIONAL SPACES

Early Childhood Education

-Early Intervention Classrooms (18 mo. to 3 yr. students): The ideal student to teacher ratio for Early Childhood Education is 1 teacher for each group of 4-6 students. To optimize classroom space, RMDS has chosen the higher 1:6 teacher to student ratio. The classrooms for the Early Intervention Program are approximately 800 sf, which provide enough flexibility in the room to provide a number of learning and exploratory areas for the young students. As this age group is beginning potty-trained, the classrooms also need toilets so that the teachers can supervise the students.

-Preschool Classrooms: (3 yr. to 5 yr. students): Like the Early Intervention classrooms, the preschool classrooms will utilize a teacher to student ratio of 1:6. However, unlike the Early Intervention program, one larger room is needed for 12 students. The classroom at 1,000 sf is large enough to accommodate a team teaching methodology where two groups of students can combine to form one large group or the groups can separate to be individually taught. A room divider is desired in the space to separate the students if the latter option is preferred. The classroom also needs a private toilet room so that teachers can supervise students.

-ECE Resource Room: While this is not a classroom, this space is included as an instructional space because it is integral to teacher facilitation of student learning. As was mentioned in the previous section, there is not an abundance of teaching material for the deaf and hard-of-hearing. Therefore, RMDS teachers must create a large portion of the material for their curriculum and need a dedicated space for its creation and assembly.

-Preschool Sensory Room: This space will serve primarily as a preschool deaf autistic sensory room. Deaf and autistic children can become easily unfocused and aggressive. When this occurs, teachers remove the children from the classroom and place them in a sensory room to calm the child. Once focused, the student returns to the classroom with the teacher.

Elementary School

-Elementary School Classrooms (Kindergarten - 2nd grade): The ideal teacher to student ratio in the lower elementary classrooms (K-2) is 1:4-8. Again, to optimize classroom space, RMDS has chosen to use the higher 1:8 ratio for an 800 sf classroom. The Kindergarten classroom will need an individual toilet room for teacher supervision. The 1st and 2nd grade classrooms will also utilize a 1:8 teacher to student ratio but will not need toilet rooms. It is assumed that students can go to a nearby restroom to attend to their needs. However, for safety reasons, it is of ultimate importance to have a dedicated Elementary School restroom that no adults or older children can access. Figure 2.3.d shows a typical Deaf elementary classroom configuration.

-Elementary School Classrooms (3rd grade - 5th grade): The teacher to student ratio for grades 3 through 5 is again 1:8, yet because the children are a little older and more focused, the classroom size can decrease to 700 sf.

-Elementary School Resource Room: As in the ECE department, teachers create a large portion of their material and need storage and work space in which to create and assemble the material.

Middle and High School

-Middle and High School Classrooms (6th grade - 12th grade): The teacher to student ratio remains at 1:8, however, classroom sizes can decrease a bit more to 675 sf per classroom because they are not spending their entire day in one classroom. The children in the middle and high school programs will move from room to room throughout the day depending upon the subject taught.

-Middle and High School Resource Room: As mentioned earlier, the RMDS faculty creates a large quantity of material for their own classes; therefore, a dedicated work room is necessary for the storage of materials and assembly.

Special Needs (Deaf + Autistic) Spaces

-Special Needs Classrooms: One hundred percent of RMDS students are classified as “Special Needs” students. However, RMDS caters to a diverse special needs student population which includes deaf and autistic children. Their program is called “Deaf Plus”. The Deaf Plus program accommodates deaf and autistic children from 3 years old to 18. The Deaf Plus children utilize this classroom as a teaching space specific to their needs; however, they are also integrated into a “regular” Deaf classroom that is academically appropriate for their level of education. Just as the elementary and middle/high school children are placed in separate classrooms, the younger deaf and autistic children should learn in separate classrooms from the older children. Therefore, one classroom is desired near the elementary school and one classroom will be located near the middle and high schools. Private toilets are also needed in each classroom as the children need to be supervised at all times by a teacher.

-American Sign Language (ASL) Classroom and Lab: This classroom is similar to an English classroom in a traditional mainstream school. This room also allows teachers to videotape students performing sign language, so they can critique themselves and improve their ASL skills. The classroom will also be used during non-school hours for ASL instruction to the greater community.

-Science Lab and Classroom: The science lab and classroom will be shared by all students. The laboratory will have typical lab equipment that would be typically found in a mainstream ECE-12 school. The unique nature of this room is its relationship to the adjacent classroom. In many mainstream schools, an additional classroom may not be necessary, as many classes can be taught within a science lab. However, because the students and teachers communicate primarily by sight, the teacher must always have the students’ attention for safety reasons. As one could imagine during a routine Bunsen burner experiment, if a student is looking down at the equipment, fooling around with the controls as the introductory lesson is being taught on how to use the equipment, the unfocused student may injure themselves because they were not looking at the teacher for instruction. For safety reasons, a science classroom, separated by a moveable partition, should be directly adjacent to the science lab.

-Art Room and Support Spaces: The art room and support spaces will be shared by all students and is typical of an ECE-12 school.

-Family and Consumer Science Classroom: This classroom will be shared by all students. This is a unique space that is not found traditionally in mainstream schools. This room will be utilized to teach students life skills such as brushing teeth, sewing, cooking, nutrition, child development and money management. Many students do not learn these skills at home because they cannot communicate with their hearing parents. This classroom will have a residential kitchen, small restroom, dining area and space for computers.

II. INSTRUCTIONAL SUPPORT SPACES

-Spoken Language Program (SLP) Room: The Spoken English program teaches students how to become speech proficient so that communication can occur with the “hearing” world. This program includes two separate components with separate staff—small group articulation work and Spoken English curriculum work. In the interest of program efficiency, RMDS has requested just one space for these components. This room will incorporate space for low and high tables for the ECE-12 age groups and computer space for speech articulation software.

-Reading and American Signage Language Office Space: This office space is used for reading and ASL specialists to work one-on-one with students who need special counseling in reading and ASL.

-Multi-Purpose Room: This room will be used for a variety of purposes:

-Community space for small presentations more intimate in scale than the auditorium.

-Small activity space/gym for the elementary school.

-Before/After school programs

-Flexible space used for miscellaneous classrooms and activities that cannot be conducted in the typical classroom

-Board meetings with community participation

-Occupational and Physical Therapy (OT/PT) space

-After-hours ASL classroom for community and families

-Regional outreach programs for families with children from birth to age 5. The Multi-Purpose room would be used in conjunction with the Cafeteria on a bi-weekly basis

-Occupational Therapy/Physical Therapy: The OT/PT space is used to provide fine motor and gross motor therapy for deaf students who many times, experience other problems associated with deafness. The room will accommodate an office for the OT/PT specialist. It will also house a small sensory room for older, aggressive deaf and autistic students who need a break from the classroom setting.

-Nurse Treatment Room/Toilet: This is a standard space incorporated into most if not all ECE-12 facilities.

-Vocational Class Space: As in all high schools, not every student is college-bound. This space will be a technology lab, educating soon-to-be graduates trades that will allow them to be successful contributors to society.

-Outreach/Transition Offices: These offices will be staffed to assist high school graduates in finding employment post high school or transitioning them to college life.

III. ADMINISTRATION

-Office spaces: Most office spaces shown in program are typical of any ECE-12 facility and will be consolidated into one administrative suite. However, there are four spaces that may need clarification. These are shown in the next bullet points.

-Elementary and Middle/High School Assessment Research Curriculum (ARC) Offices (2 offices total): The ARC coordinators function as the principals of the school. They are responsible for discipline and oversee the Individual Educational Plans (IEPs) for the students. These offices need the space to accommodate a table and 4 chairs for small meetings with students and parents. One office needs to be located in the main administrative suite and one should be located in the middle/high school wing.

-Audiologist Office: An audiologist office is required in a deaf and hard-of-hearing school as he/she will meet individually with students to manage their hearing capabilities.

-Large Conference Room: This room will be used to conduct large, private meetings with staff and teachers’ aides. The room will also hold frequent team meetings. An acoustically and visually private, large room is required in the facility so that all-staff meetings can be held without student knowledge.

-Small Conference/Tutoring Room: This room is to be utilized on a dual basis. As the small conference room will not be used 100% of the day, the room will transform into a tutoring space for all subjects.

IV. EDUCATIONAL SUPPORT (CORE FACILITIES)

Most of the core facilities shown in program are typical of any ECE-12 facility and will be located centrally in the building floorplan. However, there are a few spaces that may need clarification. These will be shown in the next bullet points.

-Cafeteria: Like all cafeterias in ECE-12 schools, the cafeteria will be used by all departments over the course of the day. It will be used for lunch as well as after-school hours for special events.

-Kitchen: A full service kitchen has not been included in this program. RMDS has decided it would be more cost effective to incorporate a warming kitchen instead of a full service kitchen for the new building. RMDS will continue to employ a catering service to bring food to its students. The kitchen will have two stoves, large refrigerator (not a walk-in), microwave and other standard kitchen equipment. This kitchen will be in use during school during for warming lunches and after hours for community preparation of food for parents' nights and family literacy nights.

-Library Media Center: The library media center is a standard size for an ECE-12 facility. The space will be subdivided into a media lab (incorporating a minimum of 20 computers), small reading group rooms and spaces, an LMC Office and Video Production Room.

-Library Media Center Video Production Room: There is a significant lack of ASL resource material available to education professionals in the United States. RMDS plans to create their own video resources in this Video Production Room.

-Auditorium: An auditorium built within the RMDS facility would provide numerous benefits. These are outlined below:

-All School Assembly Venue: A key component of the RMDS curriculum is to establish a sense of Deaf community and pride within the school. To facilitate this goal, the entire school meets at least once weekly for all-school assemblies and special presentations. For a student population of 200 students, 50+ teachers and staff would need to be accommodated within the auditorium, as well as additional parents and family members.

-Optimum Visual Access and Acoustic Control: Before an auditorium was designed into the program, the design team explored a "Cafetorium" space in which the Cafeteria would be outfitted with an elevated stage—it would serve as the performance and assembly venue for the school. It quickly became apparent to the team that this configuration would not be adequate for the Deaf student population and the types of assemblies RMDS hosts on a consistent basis. The Cafetorium cannot deliver the sight lines and acoustic properties that are needed for a large scale Deaf performance/presentation space. Sight lines, seating configurations and acoustics must be highly manipulated so that the population can comfortably view the performance and presenters. A tiered seating arrangement is ideal. As one can imagine, when an entire audience is placed on one level, ASL becomes unintelligible as individuals must view the speaker/performer through the rest of the crowd—even with an elevated stage. Reverberation and sound absorption qualities of the room must also be considered. As discussed previously, individuals with cochlear implants are very sensitive to reverberation and background noise. If surfaces are hard (as Cafetorium floors and walls commonly are), individuals can experience malfunctions with their devices. A properly designed auditorium would allow hard of hearing individuals to experience a noise-barrier free environment.

-Access to drama: Deaf students most often do not have access to the world of theatre and movies. If their families attend a play, most often the student is left to watch the movement without knowing the story line. In the rare times that a play is interpreted, the child must choose between staring at the interpreter on the side of the stage and watching the action on the stage. With the BEST approval of an auditorium, RMDS will be able to offer a theatre arts curriculum fully accessible to deaf students. In addition, an auditorium would allow RMDS to host a wide variety of activities and greater Deaf community events such as: after school and summer theatre programs, deaf touring performance groups, i.e. the National Deaf Theatre and Deaf West Theatre, Teen Leadership events and regional deaf education conferences.

-Potential revenue generator: The auditorium could also become a potential revenue source for RMDS, as they could rent the auditorium to other community groups.

-Gym: In most cases, the Deaf student population does not have the ability to join community sports leagues. For instance, if a deaf child wants to join a baseball team, an interpreter for the child must attend every practice and game. Even then, communication between the deaf child and teammates is very limited. Most often parents take on this interpreting role, but if the parents work full time, this coordination can be nearly impossible. For this reason, 75% of RMDS students have never participated in sports. With BEST approval, RMDS will be able to offer a full range of team sports coached by fluent signers. Students will have the opportunity to be on a team with peers who can communicate directly with them. RMDS will also be able to offer a full PE curriculum, without needing to transport students to other recreation centers.

The gym will also accommodate a full range of after-school programs including volleyball, basketball, etc. The programs will be available to the entire deaf and hard-of-hearing student population in the Denver metro area. For example, if a student is mainstreamed during the school day, they can still join the RMDS sports teams after normal school hours.

Many deaf children are isolated during the summer months, in communities where no one can communicate with them. For this reason, RMDS would like to offer summer programs for Deaf and hard-of-hearing children and their siblings. The gym would provide the likely venue for these programs.

A full size, CHSSA regulation gym is a standard space in all K-12 educational facilities. As described in the Section 2.1.B, Existing Operational/Programmatic Deficiencies, the school is currently involved in competitive sports and will need to build a full-size regulation gym to host games and tournaments for volleyball, basketball and other sports. A regulation size gym is also important to RMDS because they would host various tournaments for other national Deaf schools. This presents a great opportunity for Deaf students to be exposed to other Deaf students from different areas of the country.

V. BUILDING SUPPORT

The Building Support spaces shown are typical of any ECE-12 school, therefore, do not need justification.

COMPARISON OF RMDS TO JEFFERSON COUNTY SCHOOLS AND NATIONAL DEAF SCHOOLS

There are many national deaf schools that are currently undergoing or have recently completed construction projects. Considering the unique nature of the program for the Rocky Mountain Deaf School, the design team referred to these recent deaf school projects to compare data and gauge whether or not the RMDS project was benchmarking similar statistics. The design team also compared RMDS to Jefferson County middle schools to see the differentiating factors in the project statistics. A Jefferson County E-12 school was not compared because the E-12 model is not typically found within the school district. The design team researched project type, location, project hard costs, student enrollment, costs per square foot, costs per student, square feet per student, program type and construction types. The research outcomes are shown in the chart in Section 2.4 Comparison of RMDS to Jefferson County School and National Deaf Schools in the BEST Grant hardcopy. A summary of the chart comparisons is also provided below:

-Jefferson County Middle Schools, CO (New Construction):

Grades 6-8; Hard Cost—\$19,800,000; Student Enrollment—450; Cost per SF—\$165; Cost per Student—\$44,000; SF per student—267; Facility Size: 120,000 gsf; Program: Classrooms, Gym, Cafetorium, Support Spaces.

-Ohio School for the Deaf/Ohio State School for the Blind, Columbus, OH (New Construction):

Grades E-12; Hard Cost—\$18,100,000; Student Enrollment—150; Cost per SF—\$266; Cost per Student--\$120,667; SF per student—453; Facility Size: 68,000 gsf; Program: New school and residence with standard E-12 spaces.

-The Governor Baxter School for the Deaf, Falmouth, ME (New Construction):

Grades E-12; Hard Cost—\$2,500,000; Student Enrollment—43; Cost per SF—\$272; Cost per Student--\$58,140; SF per student—214; Facility Size: 9,200 gsf; Program: Classrooms, library, multi-purpose room, NO gym and NO auditorium.

-Phoenix Day School for the Deaf, Phoenix, AZ (New Construction):

Grades 6-12; Hard Cost—\$7,900,000; Student Enrollment—130; Cost per SF—\$215; Cost per Student--\$60,769; SF per student—283; Facility Size: 36,744 gsf; Program: Classrooms, Support Spaces, NO gym and NO auditorium.

-Virginia Day School for the Deaf and Blind, Staunton, VA (New Construction/Renovation):

Grades E-12; Hard Cost—\$72,000,000; Student Enrollment—155; Cost per SF—\$600; Cost per Student--\$464,516; SF per student—774; Facility Size: 120,000 gsf; Program: Classrooms and educational center.

-Kentucky School for the Deaf, Danville, KY (Renovation):

Grades 6-12; Hard Cost—\$5,700,000; Student Enrollment—120; Cost per SF—\$190; Cost per Student--\$47,500; SF per student—250; Facility Size: 30,000 gsf; Program: Classrooms, Support Spaces, NO gym and NO auditorium.

-Colorado School for the Deaf and Blind, Colorado Springs, CO (Renovation and 6,000 sf Addition):

Grades E-12; Hard Cost—\$10,600,000; Student Enrollment—130; Cost per SF—\$303; Cost per Student--\$81,538; SF per student—269; Facility Size: 35,000 gsf; Program: Classrooms and administrative offices, NO gym and minor auditorium renovation.

Research Findings

RMDS is closely aligned with other deaf schools in Facility Size (SF). The schools that show a lower overall square footage did not build a gym or auditorium in their facilities. If they had, their numbers would align very closely with RMDS.

The RMDS Cost per SF (\$186) is higher than a typical Jefferson County Middle School (\$165). This can be attributed to a number of factors: 1) the building design considers a variety of building systems and materials that are vital in Deaf school design, i.e. acoustic and vibration control, daylight control and technology and alarm system infrastructure; and 2) a standard Jefferson County Middle School is typically not LEED Gold certified. Even as sustainability costs continue to decrease, there is an undeniable additional cost for high performing building materials and systems. This, however, ultimately results in lower operating and energy costs for the facility.

One will also see that the RMDS Cost per SF numbers are significantly lower than many of the deaf schools shown in the chart. The project Cost per SF is lower than some of the other deaf schools for two reasons:

1) □ The design team has estimated costs based on a competitive bidding climate; and 2) the design team has recognized the precarious situation of the economy and has designed the building to efficiently maximize space and building systems.

In looking more closely at the projects listed below, the design team felt it was important to mention other factors that contribute to a higher SF per student than the traditional, mainstream Jefferson County E-12 schools. These include the following:

Classrooms: As discussed in subsequent sections, the student to teacher ratio (8:1) in deaf schools is lower than mainstream schools (commonly 25:1). This low student to teacher ratio, however, does not directly correspond to a lower classroom size. There are standard minimum classroom sizes that all schools cannot fall below because the functionality of the classroom would be compromised. In a Deaf school, the minimum classroom size falls between 675 sf (for older students) and 800 sf (for younger students). In a mainstream school, the minimum classroom size is 850 to 900 sf.

Unique Instructional Support Space Requirements: One hundred percent of the RMDS population is classified as special needs. Therefore, there are many support spaces throughout the facility that cater specifically to the Deaf population and cannot be found in mainstream schools.

Core Facilities: There are a number of typical core facilities required in every ECE-12 school, regardless of the student population size—a CHSSA regulation size gym, kitchen/cafeteria, library media center and auditorium are just a few of these spaces. When a school with a small student population incorporates these spaces into their school, square footages per student become very large and seemingly out of alignment with mainstream schools. However, when one reviews the metrics more closely, one understands that the square footage requirements for the core facilities skew the square footage numbers per student.

This relationship is described in the comparison chart. The higher SF per student numbers are shown for projects which include these core facilities such as the gym and auditorium.

Efficiency: Circulation space (stairs and corridors) for deaf and hard-of-hearing students is wider than what is found in mainstream ECE-12 schools. For this reason, the design team utilized a 60% efficiency factor instead of the more typical 65% factor used in mainstream schools. Research indicates that comparable deaf schools range from a 50% efficiency factor to a 60% factor. RMDS has decided to err on the more efficient side of design.

How Urgent is this Project:

As the CDE Assessment Report indicates, many of the systems and equipment outlined in the Deficiencies section is beyond its expected life and needs immediate repair.

What is the Cost Associated with this Project:

What is the Cost Associated with this Project.

17,865,896.00

How Does this Project Conform with the Construction Guidelines:

This project will conform to the Public Schools Construction Guidelines, except where any conflicts might occur with the attached referenced "National Standards K-12 Education Facilities Design Guidelines for Deaf, and Hard-of-Hearing Students" document by Winter & Company. While no major conflicting issues have been found or are anticipated, project details will follow the Deaf Standards cited above to the greatest degree possible. The intent of Deaf Design strategies are described at length in the body of this application. Generally, the Deaf Standards call for a higher level of acoustic, vibration, system performance, and interior environments criteria, and can be considered as complimentary, or as an enhancement to the more general Public Schools Construction Guidelines.

How does the Applicant plan to Maintain this Project if it is Awarded:

RMDS will establish the Capital Repair and Replacement Fund initially as a line item in the overall project budget. RMDS will build the fund in the following methods:

- 1) RMDS will include a line item for capital repair and replacement in the excess cost form to replace lease dollars. The amount will be \$50,000 annually (a savings of \$124,000 of current leased space) to be held until needed. This fund will build to \$500,000.00 at the end of 10 years.
- 2) We will conduct a Life-cycle cost analysis during the design process in order to help determine what the most cost-effective building system solutions will be (in terms of maintenance costs).
- 3) Enhanced commissioning will assist in putting together an Operations & Maintenance (O&M) Manual and provide Owner training upon completion, which in turn, minimizes repair and replacement costs.
- 4) Interest earned by the Capital Repair and Replacement Fund shall be retained by the fund.
- 5) Funds received from the Charter School Capital Construction Fund, or its equivalent, shall be used to replenish the fund as needed. For most building materials that are specified for the project, a certain percentage (usually 2%) of additional materials are ordered and stored in anticipation of future repairs. These contingencies are already accounted for in the initial project budget.
- 6) RMDS will hire a Facility Manager specifically in support of this project. This position will mitigate long-term costs with preventative maintenance.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

56,000.00

CDE Comments:

THE APPLICANT HAS MET THE THREE MONTH NOTIFICATION AND HAS BEEN CHARTERED FOR MORE THAN FIVE YEARS AS REQUIRED IN STATUTE. THIS PROJECT WILL NEED TO COMPLY WITH THE HPCP. THEY HAVE PROVIDED A LEED CHECKLIST AND HAVE DEMONSTRATED THEY CAN MEET A LEED GOLD CERTIFICATION ON THEIR PROJECT. THEIR PREFERENCE IS TO MEET LEED PLATINUM BUT THE DIVISION ADVISED AGAINST THIS BECAUSE THE COST WAS GOING TO BE PROHIBITIVE FOR THEIR MATCH.

JEFFERSON COUNTY SCHOOL DISTRICT SUPPORTS THIS PROJECT.

THIS IS NEW CONSTRUCTION. THEY ARE CURRENTLY IN A LEASED SPACE THAT IS IN A STRIP MALL. FREE HORIZON MONTESSORI USED THIS SPACE FOR THEIR SCHOOL PRIOR TO RMDS. RMDS MOVED TO THIS SPACE IN 2006 BECAUSE IT WAS THE ONLY FINANCIALLY VIABLE OPTION AT THE TIME AND REQUIRED NO RENOVATION TO BE SUITABLE FOR THEIR SCHOOL.

Funded FTE Count:	45	Bonded Debt Approved:	
Assessed Valuation:		Year Bonded Election Approved:	N/A
PPAV:		Bonded Debt Failed:	
Bonded Debt:		Year Bond Election Failed:	N/A
Total Bonding Capacity:		2009 Bond Election Results:	N/A
% of Bonding Capacity Used:		Median Household Income:**	
Bond Capital Remaining:		Free or Reduced Lunch %:	42.22%
Existing Bond Mill Levy:		State Financial Watch:	No
Who Owns the Facility:	3rd Party	Charter School Fund Balance:	(\$34,731)
If it's a 3rd Party Explain:	Leased space from independant owner not the chartering district	Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			Reverts to Jefferson County School District

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$17,633,639.00	Affected Sq Ft:	63,868
Current Project Match:	\$1,125,551.00	Master Plan Complete:	Yes

Current Total Project Cost: \$18,759,190.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$17,865,896.00
Cost Per Sq Ft: \$279.00
Cost Per Pupil: \$89,329.00

CDE Minimum Match Percent: 12
Actual Match Provided: 6
Was a Waiver Letter Required: Yes
FCI: 23.58%
CFI: 107.00%
Inflation: 2
Davis- Bacon Wage Requirement: \$504,000

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Jefferson R-1 - West Jefferson Elementary School – Waste Water Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	50,098
Replacement Value:	\$11,182,069
Condition Budget:	\$2,127,902
Total FCI:	19.03%
Energy Budget:	\$17,534
Suitability Budget:	\$1,301,500
Total RSLI:	26%
Total CFI:	30.8%
Condition Score:	4.05
Energy Score: (20%)	2.10
Suitability Score: (40%)	4.37
School Score:	3.79



Q#50- Yes the system is approved by the Colorado Health Dept. OR a LOCALLY approved septic tank and leach field. Rated a 5.0

Jefferson R-1 - West Jefferson Middle School – Waste Water Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	99,736
Replacement Value:	\$25,699,068
Condition Budget:	\$9,915,885
Total FCI:	38.58%
Energy Budget:	\$34,908
Suitability Budget:	\$1,108,600
Total RSLI:	15%
Total CFI:	43.0%
Condition Score:	3.07
Energy Score: (20%)	2.10
Suitability Score: (40%)	4.68
School Score:	3.52



Q#50- Yes the system is approved by the Colorado Health Dept. OR a LOCALLY approved septic tank and leach field. Rated a 5.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: JEFFERSON R-1

Project Rank: 1.12

County: JEFFERSON

Applicant Priority #: 1

Project Title: State Required Waste Water Improvements

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The State of Colorado's Department of Public Health and Environment has mandated that Jeffco Schools cease using a process called "pump and haul" for sewage removal at the three West Jefferson facilities in Conifer. "Pump and haul" consists of transferring from holding tanks at the three schools raw sewage into a tanker truck that transports the sewage to the Conifer HS waste water plant for disposition.

The state has directed the District to install a piping network that will transport the sewage directly to the District owned waste water facility. The state desires completion by 2012.

Issue: Water Systems

Deficiencies Associated with this Issue:

Jeffco Schools currently holds sanitary waste in holding tanks at the three sites indicated in the application. At regular intervals the waste is pumped into a tanker truck and delivered to the Jeffco School owned wastewater treatment facility located near Conifer High School. The waste is processed there. The State of Colorado has determined that this process is contrary to current regulations and is mandating that the Jeffco Schools cease this method of disposing of sewage and develop a suitable sanitary sewer from the West Jefferson Preschool, elementary and middle schools.

Proposed Solution to Address the Deficiencies Listed Above:

The Grant request is for supplemental funding to install an underground sanitary sewer system that will originate at the individual schools and transport sewage to the District owned waste water plant at Conifer High School. This will be accomplished through a series of lift stations located at the three sites indicated. The sanitary sewer will eliminate the need to "pump and haul" by way of truck to the existing District owned Conifer HS wastewater treatment facility.

How Urgent is this Project:

The state has requested the work be completed in 2012.

What is the Cost Associated with this Project:

\$2.11 million

How Does this Project Conform with the Construction Guidelines:

3.13. Sanitary school facilities that comply with Colorado Department of Public Health and Environment, Consumer protection Division, 6 CCR 1010-6 "Rules and Regulations Governing Schools."

How does the Applicant plan to Maintain this Project if it is Awarded:

The project will be maintained by the Jeffco Schools Facilities Maintenance staff and will become part of the sanitary sewer system serving the District's Conifer educational facilities. Currently the waste water facility is maintained by Jeffco Facility Maintenance and monitored by Jeffco Schools Environmental Services Department.

Maintaining the new lift stations and the piping would be added to the maintenance program for the treatment facility.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$25,000

CDE Comments:

Funded FTE Count:	79,906	Bonded Debt Approved:	\$323,800,000
Assessed Valuation:	\$7,323,103,780.00	Year Bonded Election Approved:	2004
PPAV:	\$91,645.91	Bonded Debt Failed:	\$350,000,000
Bonded Debt:	\$651,955,000.00	Year Bond Election Failed:	2008
Total Bonding Capacity:	\$1,464,620,756.00	2009 Bond Election Results:	N/A

% of Bonding Capacity Used: 44.51%
Bond Capital Remaining: \$812,665,756.00
Existing Bond Mill Levy: 11.25
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Median Household Income:** \$28,076.00
Free or Reduced Lunch %: 24.97%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$886,679.60
Current Project Match: \$1,330,019.40
Current Total Project Cost: \$2,216,699.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$2,111,142.00
Cost Per Sq Ft: \$13.00
Cost Per Pupil: \$2,361.00

Affected Sq Ft: 133,000
Master Plan Complete: Yes
CDE Minimum Match Percent: 56
Actual Match Provided: 60
Was a Waiver Letter Required: N/A
FCI: 28.81%
CFI: 36.90%
Inflation: 3
Davis- Bacon Wage Requirement: \$220,000

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Eagle County Charter Academy – ECCA Campus

Number of Buildings:	8
All or Portion built by WPA:	
Gross Area (SF):	24,100
Replacement Value:	\$6,474,355
Condition Budget:	\$2,530,491
Total FCI:	39.08%
Energy Budget:	\$0
Suitability Budget:	\$4,661,000
Total RSLI:	27%
Total CFI:	111%
Condition Score:	3.05
Energy Score: (20%)	4.35
Suitability Score: (40%)	1.91
School Score:	2.85



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: EAGLE COUNTY CHARTER ACADEMY

Project Rank: 1.00

County: EAGLE

Applicant Priority #: 1

Project Title: New K-8 School to Replace Modulars

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The Eagle County Charter Academy (ECCA) is pursuing a new school facility that is symbolic of its hard work, perseverance and success over the last 16 years and that reflects the importance of quality education in our culture. ECCA has one of the oldest charters in Colorado and has grown from a small, rigorously academic middle school housed in the basement of a church in 1994 to a 293 student, John Irwin Award winning, K-8 operation housed in eight temporary modular buildings on an exceptional site.

ECCA's mission centers on developing strong academic fundamentals that can be applied through organizational skills and technology. Our goal is to produce students who are focused on and prepared for the rigors of higher education by stressing the values of camaraderie, growth, integrity, leadership, respect and work. ECCA has endeavored to hire and retain the most qualified teachers available through competitive wages and bonuses, and through enabling individualized curriculum and teaching techniques. Small class size has always been a hallmark of ECCA, more by physical constraint than by design, which makes funding a perennial issue. Parental involvement in the form of volunteer hours is required to help with budget constraints, and fundraising is a constant. A reserve account and huge number of volunteer hours are a testament to community support of the school, which is extraordinary considering the financial constraints imposed by soaring housing prices on the working people whose children attend the school.

After finally retiring the debts incurred to purchase our temporary modular classrooms, the rapid deterioration and resulting health, safety and maintenance issues are depleting ECCA's resources. Among ECCA's immediate health and safety issues are: lack of security with 37 entry/exit points within the modulars, absence of a sprinkler system for fire safety, recurring mold, overloading of electrical capacity creating fire hazard, lack of basic sanitation and nurse station, and failure to meet ADA guidelines. A multitude of other building and program deficiencies also exist: undersized classrooms, no gymnasium or stage, insufficient common room, inferior technology infrastructure and inadequacies in special education, library, science, foreign language and music facilities. Simple modular replacement is not an option that can solve the inherent security risks of 37 entry doors or the inability to observe the grounds from a single vantage point. Simply replacing the units will not provide for an adequate fire suppression system or materials that will endure the rigors of school use patterns or extreme climate weathering. Simply replacing the units will not provide the space for a gymnasium, create an all-school meeting space, prevent snow from falling on widely used walkways or stop those walkways from icing over.

We believe a new permanent and sustainable facility, holistically conceived under a single roof specific to the ECCA curricula and climatic conditions, oriented for maximum security, efficiency and inspiration, is the next step in our long but consistent development over the years. Toward this goal, ECCA contracted with architects and contractors to develop a specific program and conceptual plan for the future. This design was submitted to the Eagle County School District to be funded as part of a recent bond election in Eagle County, but after negotiations, ECCA was not included on the bond ballot. The program prepared for a new school has remained the foundation for multiple design concepts that have been explored in efforts to find a way to clear the financial hurdle to permanence. A \$2,000,000 commitment from the school district, aggressive fundraising and the emergence of the BEST grant has re-energized the hopes and dreams of our school community.

Issue: School Replacement

Deficiencies Associated with this Issue:

The students, teachers, administrators and parents who make up the Eagle County Charter Academy community are proud of their accomplishments, including the current facility of eight modular buildings, but they are also focused on taking the next step in the inevitable growth cycle by constructing a 21st century facility that is sustainable in every sense of the word. The current temporary modular unit arrangement was one of necessity as it provided an easy way to grow curriculum and services such as kindergarten, the library, art and music in a financially sustainable and incremental way. Unfortunately, schools today face security threats not imagined even a generation ago, 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 construction has proven unresponsive to the intensity of use expected in a school and unable to endure the harsh realities of an extreme mountain climate. Designed and produced for repetition, versatility and cost effectiveness, temporary modular units have systemic faults, and the symptoms of systemic failure cause or contribute to health and safety issues within and outside the units. The use of 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. Small windows where abundant natural light and views are available are, at the very least, missed opportunities for inspired learning. The ECCA facility impacts the physical well being and health of its occupants because of recurring mold, basic sanitation issues, exposure of students to the elements, inconsistent room temperature, moisture and condensation, and poor air quality. Temporary modular unit construction intrinsically creates deficiencies in fire safety due to lack of a sprinkler system, lack of electrical capacity, failure to comply with ADA, overcrowding, adjacencies, lighting and acoustics which negatively impact the health and safety of occupants and contribute to an uninspired environment.

The following is a summary list of our existing conditions at ECCA:

- ECCA has 37 separate entry/exit points without one central hub which poses constant security issues. The entry to the administrative offices is on the interior of the modular campus, and the offices do not have a surveillance vantage point over the parking lot, pick up/drop off area, playgrounds or athletic fields, also posing security risks.
- The school is not fenced and immediately accessible to visitors of any type.
- ECCA has no surveillance system, public address system or exterior audio.
- The modular buildings are simple and economical type v construction and not rated for fire resistance. The structures are all separated by at least 25 feet to prevent flame spread from building to building, but within each building the fire issues are of much more concern.
- Our electrical system is overloaded and does not contain the capacity needed to serve our campus posing numerous fire hazards noted by the Fire Chief.
- Interior walls are un-insulated partitions providing plenums for fire to move from electrical outlets and into the roof quickly.
- Interior doors are hollow core, not rated against fire and do not employ automatic closers.
- A suspended ceiling tile grid forms the barrier between occupied space and the roof cavity. Tiles are consistently removed or ajar for technical wiring repairs, art projects and replacement when broken or discolored from leaks. Breaches in the ceiling are dangerous in the event of fire because they allow flames to travel from one room to another without being seen.
- In the event of a fire, there are no fire sprinklers.
- The Fire Marshall is very concerned with the modular layout in that communicating and visually accounting for children in an emergency can be very difficult with multiple buildings, obstructions and places to hide.
- The modular buildings were not constructed specifically for educational use; therefore, power outlets are not always located in strategic and usable places. Extension cords and power strips are common with frequent overloads.
- Extension cords are the number one fire hazard per NFPA. At ECCA, we are forced to use extension cords due to lack of outlets.
- New codes mandate arc fault outlets and tamper proof outlets. Outlets are not compliant within the entire school.
- Mold is a recurring problem in multiple buildings. Substantial expense has been incurred to professionally remediate the mold and also to check annually for mold in all buildings. Foul odors continue to be an issue in certain buildings.
- Without a gymnasium, ECCA students go outdoors regardless of the weather. They arrive at class with wet feet and soggy snow pants and jackets after recess. The saturated clothing is hung to dry, but the moisture evaporated to the buildings is extensive, which causes mold and mildew.
- Walkways between classrooms are difficult to keep clear due to large amounts of snow in our region. They are often icy, slippery and dangerous. Falls and even injuries are not uncommon.
- ECCA is accessed by a public road with an attached sidewalk that runs to the property line and then ends prior to reaching the school. This situation forces students riding or walking to school into the roadway, which carries a minimum of 700 vehicle trips per day, until they reach the sidewalk system that runs between the modulars on campus.
- The pick-up/drop-off area has limited capacity and requires middle school students to cross through the elementary pick-up lane to get to their rides.
- The pick-up/drop-off area encircles the main parking lot. Visitors departing during morning arrival or dismissal must back their cars into the traffic lanes, creating tense and dangerous moments.
- The pick-up/drop-off lane also doubles as the fire lane/delivery lane and is not separated from the sidewalk or buildings with bollards or other protective measures. Fire lane and traffic signage is non-existent.
- The school utilizes two parking areas, one of which is road base and unlit. Staff does not like to use the unfinished lot because many arrive and depart in the dark during the short days of winter and do not feel safe without lighting.
- When the buildings were originally placed, they were ADA compliant but ECCA is now deficient. The saturated soil from snowfall allows for differential movement of the buildings and surrounds. The movement is evidenced by the 2"-4" "steps" leading from the walkways to the entrances to the buildings. Efforts to level the buildings are employed each year, but too much work can stress the structural systems.
- Certain sections of sidewalk have heaved and settled enough to create vertical separations of more than an inch in relation to the rest of the walk. For some time, efforts were made to ramp these areas until there was a realization that ramps were being created to doors without a landing area. Significant expense would be incurred to maintain ADA compliance.
- The effective life span of our modular buildings has been determined to be between 12 and 15 years. The older structures on campus have

reached the 16 year mark and, only two years after retiring the debt, the cost to maintain at current levels is detracting from our educational budget and unsustainable.

- There is not adequate space in any of the buildings for all school gatherings. These events are typically held at other schools in the area. Moving 293 students, 36 staff, and hundreds of parents to another facility is both inconvenient for the other facility whose parking and space is typically overwhelmed, and unsafe for our walking children...especially in winter without a sidewalk. It typically takes the better part of a day of valuable educational time to coordinate and orchestrate an all-school move for a simple speech, performance or award ceremony.
- All eight ECCA modular buildings are fitted with 45 mil EPDM roofs. The roofs are original and have exceeded the warranty period. The number of roof patches exceeds 500, and they are all due for replacement -- a \$450,000 budget impact.
- The condition of the roof is a direct result of our local snow and climatic conditions, the freeze/thaw cycle, ventilation strategies and the amount and type of insulation. Shoveling to prevent buildup and melting also damages the roof. Accumulated snow over 12" blocks the roof vents that circulate air through the attic and, during the very cold months of winter, un-vented condensation accumulates in the insulation or on the underside of the roof deck and freezes.
- Roof leaks and melting condensate stain and degrade the acoustical tile and have negative effects on the ceiling trough lighting and the general appearance of the classrooms.
- The interior condensation problem is exacerbated by the fact that students must exit the modular buildings to move from class to class and recess is held outside, even in inclement weather. The condensation on the interior drywall peels the paint and curls the vinyl tile on the floor at the perimeter wall.
- Each of the 15 HVAC systems in the modular buildings is a simple supply and return forced air system. There is no outside air intake; indoor air quality is accomplished by constant opening of the doors.
- The cost of maintaining 15 residential forced air HVAC systems for a single school is prohibitive.
- Because many of the spaces have been reconfigured over the years, many of the heating systems are insufficient in the way they serve the space. Many teachers supplement heat in their classrooms with portable heaters, infamous for overloading already taxed electrical circuits.
- The lack of cooling or fresh air, combined with the low ceilings and small windows makes overheating in spring and fall a problem. Classrooms are cooled by opening the doors and windows. There is a constant battle between teachers, students, administrators and parents as to whether it is safe to leave multiple entrance points open during classes to cool the buildings.
- The windows in all of the modulares have exceeded their expected service life.
- There are holes through the siding of nearly every modular where door handles have been slammed through the siding by a gust of wind. Last year when a door was blown open, it knocked a student down and bloodied his nose.
- Exterior doors are equipped with automatic closers; however, they are of low quality and break often. Due to differential settlement, 10-12 doors each year require re-hanging, shaving or replacement to keep them working. In many cases, the buildings move to a degree where doors are jammed shut or open.
- Deflection criteria used by engineers on the floor joists of temporary modular buildings are intended for light use and cost effectiveness. When used as a classroom, the deficient joists enable excessive bounce under rhythmic loading conditions imparted by active children involved in daily school activities.
- The sanitary conditions of the bathrooms are of special concern. The bathroom floors are vinyl tile, and the walls fiberglass wall panels. Bathroom plumbing fixtures are residential quality and do not perform over time as do commercial fixtures. At least twice a week, teachers in each modular are forced to plunge a clogged toilet which takes valuable time from planning or the classroom. The count of fixtures in the bathrooms is deficient in many modulares; therefore, use of individual fixtures is excessive.
- Ventilation in the bathrooms is accomplished by simple residential switched bath fans. Custodial services mop the floors in these spaces at least once a day. The constant moisture in the rooms degrades the glue on the vinyl tile and requires constant attention. Bathroom floors have been replaced more than once but continue to smell. Vinyl tile over plywood floors is simply not a sustainable solution for bathrooms in scholastic settings.
- The cabling that links the alert and phone system between buildings was housed in conduit, which has cracked and broken with settlement, exposing wires to the elements. There is some evidence that rodents have penetrated the conduit and chewed some of the wires, resulting in connection issues.
- Most active boards are mounted on the thin partitions between classrooms and, when doors are slammed or rambunctious teens bump the walls or jump on the floors, the boards are thrown out of calibration. Recalibration takes valuable time from teacher planning and the classroom.
- Uneven outside walkways between buildings take their toll on the laptop cart and the computers being transported. During inclement weather, the risk of moving the cart is too great, so the teacher creates a different lesson plan.
- A server room near the school's computer lab is the hub for the entire school network. The room is 5 x 5 feet in size and, after losing a server last summer due to overheating, the room has been upgraded with a Home Depot residential wall air conditioner. The solution is currently working but contributes to higher energy and maintenance costs.

- Cabling is constantly being replaced, upgraded and rerouted through the outdoor conduits and attic spaces above classrooms requiring expensive technicians. ECCA is unable to efficiently deliver remote learning initiatives with existing bandwidth. Numerous gifted and talented students, as well as special education students, could benefit from educational opportunities and exposure outside of ECCA's community.
- Dedicated circuits for sensitive electronics are not available. Expensive power conditioning and battery backup for each piece of equipment is required, not to mention constant maintenance and replacement of those items.
- ECCA's campus does not contain a gymnasium. All recess and physical education is conducted outside, even in inclement weather.
- A small room adjacent to the library that doubles as a music room is available for physical education on the coldest of days. Activities are limited to yoga and other quiet methods of exercise.
- ECCA's campus does not contain a nurse's station. A couch in the administrative office serves as a wait station for sick kids to be collected by their parents. The same couch is used by anyone waiting to speak to an administrator. The couch is occupied almost every hour of the day. A box on the wall in the office contains limited medical supplies.
- ECCA is known for its science program statewide, advancing many children to the state science fair for 16 straight years with many top finishes. ECCA has never had the use of lab tables in the classrooms.
- The science labs are deficient in chemical storage and do not deliver gas, water and electricity for student experiments. As the buildings degrade, keeping students motivated to perform and show pride in their school becomes more and more difficult.
- 18 of 23 classrooms are undersized by CDE guidelines for the number of student and teacher occupants.
- The school library is 658 square feet and does not have space to offer computer workstations for web-based research. The square footage is insufficient to house all of the volumes necessary for the students, and bookshelves are dispersed throughout the campus in classrooms. Middle school students do not use the library simply because they are too big to fit at the small tables in small chairs.
- Foreign language is taught via a cart in which the teacher travels along the walkways from classroom to classroom even in inclement weather. The Spanish teacher does not have a classroom.

Studies have shown that the condition of a facility impacts the amount of respect and appreciation for the institution by the students, and these components are critical for our mission of creating lifelong learners. ECCA is seeking a facility deserving of that respect and appreciation.

Proposed Solution to Address the Deficiencies Listed Above:

As a remedy to and solution for its currently deteriorating temporary modular campus, ECCA is pursuing the BEST grant to construct on its current site a safe, secure, sustainable facility that protects all occupants against life safety and health threats, built in conformance with all applicable local, state and federal law and regulations, including CDE construction guidelines.

WHY NOT REHABILITATE?

ECCA's original modular units were purchased in 1994, and common depreciation, manufacturer's literature and the State's Final School Assessment Report rate the effective life span of like buildings to fall between 12 and 15 years. The older structures on campus are reaching the 16 year mark and, only two years after retiring the debt, the cost to maintain the facility at current levels is detracting from our educational budget. The CDE Final School Assessment Report indicates the average remaining life span of structures within the entire ECCA campus to be five years -- not long when design and construction of a replacement is considered.

The CDE Final School Assessment Report shows that the suitability budget plus the condition budget is a total of \$7,191,491, which exceeds the replacement budget (to replace the same square footage) of \$6,474,355.00. As the life span of the facilities decrease, maintenance costs are increasing, but purchasing new modular units only replaces rising maintenance costs with higher debt service and does not remedy the underlying systemic or safety and security issues. Without a permanent solution to the facilities at ECCA, our focus and resources will continue to be distracted from our core objective: education.

SITE

The current ECCA site is exceptional -- it is the existence and arrangement of the temporary modular units upon it that creates security and safety issues. With the correct siting and orientation, a new facility solves all current security and safety issues. Because we are proposing to design and construct the facility on the existing soccer field, the topography of the site is conveniently already flat, a rarity in our mountain community. Many of the recommended landscaping strategies have already been employed on the site to some degree, and all of the utilities are currently in place. The site, with a properly designed facility, can provide unparalleled southern exposure and dramatic views.

SECURITY

With the location of the building on the existing soccer field, a clear view of all activity at ECCA will be available. Placing the administration at the entrance of the school and controlling access through a single door will allow for all visitors to be easily monitored. Designing the gymnasium/stage/cafeteria/music area together in a way that will allow after school activities to function without access to the rest of the school will ensure the security of those working late as well as the security of valuable items that may be locked away.

SAFETY

The expansion of our current pick-up/drop-off location will allow all children to access vehicles from the curb. Parking will be reconfigured so that cars do not need to back into pedestrian traffic, and adequate lighting will be provided. Sidewalks will be detached from the curb and extend to the main entrance of the school. Lighting bollards can be deployed to form a barrier between vehicular traffic and children awaiting pick-up and the building itself. A separate delivery area will be designed.

FACILITY

Designing a facility durable enough to withstand the punishment of school occupancy, respond to the unique educational curricula of ECCA and, not only endure the harshness of our extreme climatologic elements, but harness them to heat, power and inspire is the next step in our evolution. ECCA is committed to sustainability in every sense of the word, holistically imagining a facility that can tread lightly on our fragile environment while fixing energy budgets far into the future.

Our design-build team has studied and recommended a design that will address sustainability, cost and a unique program suitable for the type of inspired learning ECCA seeks to provide. Below are the principal building blocks from which the design team will ultimately sculpt a building should we be fortunate enough for a BEST grant to be awarded and funded. These building blocks compliment and are in conformance with the CDE construction guidelines.

- **Space Efficiency:** ECCA is dedicated to building more for less. We aim to build an energy efficient, 21st century school in 45,000 square feet. We can do this through very efficient circulation, correct adjacencies and flexible space that can be used for more than one programmatic element as well as careful study of space utilization numbers that may allow modified class schedules to provide for the highest levels of use in every space. Elements like the Library Media Research Center, administrative waiting rooms, reading and special education offices can all be combined in multi-use space that shares circulation without disturbing adjacent uses. The Gymnasium/Stage/Cafeteria/Kitchen/Music elements can also be combined to share overlapping space in the most efficient way possible.
- **Energy Efficiency:** Just as important as space efficiency, energy efficiency can help us to conserve our planet's resources and to contain our operating budget. ECCA has partnered with the Governor's Energy Office (GEO) for engineering consulting services toward constructing high efficiency buildings. The consulting engineers have worked closely with the facilities committee, design team, ECCA board of directors and grant writing committee in developing sustainable strategies most suitable for our specific site, environment and program.
- **Passive Solar Heating:** The ECCA site provides for a long E-W building that orients over 50% of the usable space to perfect southern exposure. South facing glazing in combination with insulating shades will allow for passive supplemental heating. Appropriately sized overhangs and shading devices will be employed to prevent overheating in warmer months. Careful programming of the space will locate computer labs, science labs and art classrooms on the northern side of the building where smaller, more insulated glazing can be used. High mass wall and floor systems with sufficient insulation will absorb passive solar and live load heat for release during the evening heating hours. The slope of the proposed site will allow a significant portion of the north elevations to be earth sheltered, or at a minimum, protected from the north wind with earth berms and dense landscaping.
- **Day lighting & Efficient Lighting:** Sufficient day lighting to eliminate the need to use interior light sources has been identified as a design goal for a majority of the public and classroom spaces. As mentioned above, the orientation of the building allows over 50% of the building direct access to southern light. Computer labs, science labs and art classrooms are located on the northern side of the building where more controlled task lighting or diffuse northern light is required. If needed, solatubes will be considered to introduce a controlled source of daylight, maximizing the benefits of natural light while minimizing energy use. This goal, combined with the use of high efficiency lighting fixtures, task lighting, and occupancy sensors should significantly reduce the building's electrical demand and eliminate the need for artificial cooling.
- **Photovoltaics:** An active solar array is planned to produce enough electrical energy to offset the school's estimated yearly electrical needs. The electricity generated would be tied into the utility's electrical grid to allow for energy exchange credits and avert the need for batteries. ECCA views a photovoltaic system as a critical strategy to fix its long term energy costs and contribute to both the economic and environmental sustainability of the school.
- **Solar Hot Water:** An array of solar hot water panels is planned to supplement the school's hot water needs. Solar hot water can not only assist with, or deliver completely, the potable hot water needs of the school, but can supplement hydronic heating on the sunny but cold days common in the Rockies. Our incredible southern exposure makes this technology feasible and easily implemented.
- **Natural Cooling:** The long E-W axis of the building on a single story easily allows for the use of natural convection or stack effect to drive heat rejection from the building. Tall clerestory spaces with operable windows at top and bottom can easily engage the effect, allowing warmer air to collect and exit the high windows and cooler air to enter into the building from the occupied ground level. The building's orientation with high windows on the leeward side of the prevailing winds can increase the effect by encouraging the Venturi and Bernoulli effects within the system. High volume, low speed fans in the larger spaces will be explored for the purposes of accelerating these natural processes in cooling situations and de-stratifying air in heating situations. Computerized operation of the windows, tied to the thermostats and mechanical control systems, will be explored to maximize the efficiencies of both natural and mechanical systems for an ultimately sustainable solution.
- **Building Envelope Efficiency:** Infiltration is at least as important to high performance as insulation, if not more important, especially when natural systems are used. Tight, high quality, well-detailed exterior wall, floor and roof systems, like those envisioned for the building, are critical to minimizing unwanted and uncontrolled infiltration. The use of high quality and "right sized" insulation, along with proper detailing, is also critical to high performance. In fact, a high mass system without proper size and location of insulation can work in opposition to its intended purpose. An efficient roof in the high country is not just an insulated one -- it must be designed to defend against ice dams in order to minimize maintenance and maximize life span. Depending on the ultimate system detailed, code minimum insulation may not be enough.

WATER MANAGEMENT

Located within the western slope, ECCA is aware of the importance of water conservation. The new school facility would be designed and constructed with a goal of maximizing the efficiency of its water use. ECCA plans to use water efficient fixtures and equipment. In addition,

our landscaping would incorporate native planting to reduce watering needs. These straightforward measures would provide a significant savings in water use.

MATERIALS AND CONSTRUCTION SYSTEMS

The materials and construction methods selected for this project require careful consideration. As the building design unfolds, these factors should shape the decisions that the selected design team makes. Brief overviews of the considerations are as follows:

- **Durability and Maintenance:** One of ECCA's top concerns is building a durable and low maintenance facility. It is fundamentally important to the longevity and sustainability of our school. This is why we would recommend such materials as sealed concrete for many of the floor surfaces, natural stone and brick on wall surfaces and metal roofing for all sloped roof surfaces.
- **Local Materials:** The use of local materials is essential. Materials that originate from the Rocky Mountain region possess a contextual and climactic appropriateness that has been proven over time. The use of local materials will save on cost and energy consumption due to less transportation. Some of the possible materials we have identified are stone, brick, beetle-kill pine, concrete and gypsum board. This all-encompassing approach will lessen the energy required to build the new school facility.
- **Recycled Materials:** The thoughtful selection of recycled materials inevitably leads to greater recycling practices that lead to less waste, less manufacturing and less mining or raw material harvesting. One of our goals is to reduce the school's footprint on the larger environment.
- **Rapidly Renewable Materials:** The concept of using only that which can be reproduced is at some level the very meaning of sustainability. It also means that you are not using products that rely on the consumption of irreplaceable finite resources, such as petroleum and old growth forests. This is why we would intend to meet or exceed the LEED requirements towards the use of such materials.
- **Construction Measures:** Through appropriate planning and execution, the construction team would have an opportunity to limit waste, pollution and site disturbance. These elements take place on a traditionally executed construction project. The selected construction team would work diligently to target LEED's Gold certification. ECCA intends to encourage the selected construction manager to use local labor sources. This would reduce commuting and improve the product through the use of local construction knowledge.
- **Landscaping Issues:** Our location necessitates that landscaping be native and drought tolerant. Placement of deciduous trees on the south side of the building would shade it in the summer and allow needed sunlight in the winter when the leaves fall. Placement of coniferous trees on the north and west side of the building would block and redirect northern and prevailing western winds away from the building. A water quality pond on site would filter onsite storm water prior to its entering the regional system. For water conservation purposes, we would recommend replacing turf with native grasses wherever practical. Well-designed landscaping in conjunction with paved surfaces and the building itself will reduce "heat island" effects.

In conclusion, ECCA is submitting this application on behalf of the students, parents, teachers and administrators requesting assistance in our endeavor to take the next step in our evolution by constructing a single school building that is sustainable in every sense of the word -- a high performance building symbolic of the achievements of our students and teachers that can match our vision of the future. We believe that buildings and their presence, quality, and authenticity are symbols of what they contain and signs of what we as their creators project as important. Our children, as molded by the education they receive, are our most important assets for the future and worthy of high quality, high performance and enduring facilities.

How Urgent is this Project:

The ECCA Board of Directors, with input from the Greater Eagle Fire Protection Agency, has agreed that those facility deficiencies that rise to a level where safety or health is compromised should be considered immediate or cause the facilities to be viewed as already failed. Time will not make our facilities fail more but only increases the probability that a tragic event may result. We cannot fix the situation fast enough.

Serious security and life safety deficiencies have been illustrated throughout the application, Master Plan and Parsons report, including basic necessities like multiple (37), unsupervised entry/exit points, sidewalks that do not extend onto the school's property, poor sight lines from the administration and hazardous walkway conditions. Serious health/safety deficiencies within and around ECCA's buildings are numerous and include recurring mold, ADA and building code problems, lack of electrical capacity, differential settlement and unsanitary restroom conditions.

ECCA is at a defining moment in its existence where 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. The original modular units for the school were purchased 16 years ago and need replacement now.

Compounding the dilemma is the \$2,000,000 appropriation from the Eagle County School District. This money was set aside for the construction of a commons building, gymnasium or grant matching funds for a larger project that includes a commons room, auditorium or gymnasium. These funds must be spent by June 30, 2015. After production of various designs and pricing exercises, the gymnasium/common building was determined to cost significantly more than the amount committed by the School District, which means additional debt service, maintenance and utility costs for ECCA without a means for ECCA to increase its revenue. ECCA's current classrooms are already undersized; therefore, ECCA has no means to fund the additional costs from a new building within the confines of the current school configuration. It is the opinion of the ECCA Board that directing resources into the gymnasium/common building without a solution for financing the replacement of the modular units would not be prudent.

At this crossroads, ECCA has two available paths to the future. Down one road lie the opportunities presented by the BEST grant to remedy all deficiencies, fix maintenance and utility costs far into the future, provide inspired spaces in which to learn, and create a sustainable structure that is symbolic of our achievements and the position of education in our culture. Down the other road lies a roundabout whereby we are forced to deploy our resources on systematically replacing our modular units with newer models, taxing our finances, and enduring continued

exposure to life safety and security threats, only to end up back at this point in 12 to 15 years. Whichever path ECCA finds itself on, waiting is not an option.

What is the Cost Associated with this Project:

\$10,836,902

How Does this Project Conform with the Construction Guidelines:

The Capital Construction Assistance Board has established the Colorado Public School Facility Construction Guidelines (the "Guidelines") in order to assess and prioritize public school capital needs. ECCA fully intends to comply with the Guidelines in the construction of a new school to replace its current campus of temporary modular buildings. The school, to be constructed by ECCA on its existing site, is sought in order to remedy life safety and health threats that exist in our current school buildings and on our campus. The proposed facility can be constructed without interruption of the students' school year. The Budget submitted with this application contemplates full compliance with the Guidelines and includes costs in order to assure such compliance, not only in the arena of health and safety, but in all other aspects as well. Additionally, ECCA intends to comply with all other applicable local, state and federal laws and regulations. The Budget for ECCA's potential new school Project contemplates the use of an owner's representative, an architect with experience in high performance school buildings and a full team of consulting engineers, including traditional mechanical, electrical, plumbing and structural engineers as well as a LEED consulting engineer. The owner's representative will coordinate with district facility managers and current school and community stakeholders in refining the design and implementation through construction. ECCA has performed an Energy Star analysis through Beaudin Ganze Engineering, Inc. on its existing facility and has used it in programming costs for the future. Performance specifications and contracting will be an important part of balancing the energy savings goals set forth by the partnership with the Governor's Energy Office and the cost constraints inherent in any budget. A full commissioning at the close of the Project should ensure that all systems are operating as they should, demonstrate the success of the strategies employed to maintain energy costs and meet the requirements of LEED Gold certification. The following is a synopsis of how ECCA's project would conform to the Guidelines.

SAFE AND HEALTHY FACILITIES

ECCA seeks a school under one roof to replace its scattered modular layout. To remedy our primary safety deficiency, the proposed facility will be located such that the grounds, including the parking/drop-off area, playgrounds and play fields will be monitored from a single vantage point: the administrative offices. The facility will be designed to include a single main entrance and proper directional signage. A vestibule is programmed to mitigate conditioned air loss to the exterior and provide a space for wet clothes and shoes to be brushed off before tracking through the main building. The main entrance walking traffic is designed to flow past the main office area and be visibly monitored from the office directly. All other exterior entrances will be lockable for controlled access. Interior classroom doors will have locking hardware for lock downs and will have code compliant door vision glass that allows line of sight into the corridors during emergencies. ECCA plans to utilize the most current technology for security and access purposes. ECCA envisions an intercom/phone system with communication devices located in all classrooms and throughout the school to provide efficient inter-school communications and also to allow communication with local fire, police and medical agencies during emergency situations.

Another safety deficiency for ECCA is the current driveway configuration which causes Middle School students to cross a lane of traffic for pick-up. Additionally, cars must back out of parking spaces into circulating traffic. Our schematic design for this proposal sustainably expands the same configuration but allows for additional curb space where Middle School students can load directly without having to cross lanes. The pick-up/drop-off curb is envisioned to be lined with protective light bollards to provide low level trip lighting and barrier protection of the students from motorists. The visual and physical separation of student waiting areas from traffic areas will be a huge improvement to the currently exposed condition without wastefully demolishing the existing vehicular drives. The new design separates parking areas from the one way pick-up and drop-off areas and creates separate and properly lit, asphalt parking lots with designated employee and volunteer spaces. In the new plan, building service loading areas and docks are independent from other traffic and pedestrian crosswalks: they are proposed in a separate area behind the school. The Greater Eagle Fire Protection District fire marshal has reviewed our schematic layouts and has preliminarily designated a fire lane. ECCA will provide signage for this and any other area the fire marshal deems necessary and important for fire protection service to the school. With respect to pedestrian access to the school, there is currently a 5 foot back of curb off-site sidewalk that this proposal contemplates as being enlarged to 8 feet and moved back from the curb 5 feet to be in compliance with the Guidelines and also to make the site ADA accessible. With the snow and ice common in our local climate, it is especially dangerous for children to walk so close to the roadway. The enlargement of the drop-off configuration in concert with the planned separation of the parking areas allows for wider sidewalks to accommodate on-site walkers and bikers who would be separated further from the back of curb and motorists. ADA compliant curbs and crosswalks are planned between the parking areas and the school entrance; on-site traffic crossing will not be necessary for walkers and bikers under the proposed configuration. Because bicycling is a large part of the local fitness mentality, facilities currently address bicycle parking, and the new plan slightly expands this area.

An emergency care room is a programmatic element that ECCA does not currently have but finds itself in great need of. This room has been programmed to have a dedicated bathroom, cot, and a locking cabinet for prescription and over the counter medications as well as first aid supplies.

Within our proposed high performance building, ECCA has programmed for two science laboratories and an art studio which would contain approved storage containers for the storage of toxic and hazardous paints or chemicals for use in the classroom. The containers will be designed in ventilated, locked, fire resistive areas or cabinets. Fire blankets and extinguishers will be provided in easily accessible areas of the labs and studios. An easily accessible eyewash fountain/shower along with an independent hand washing sink will be provided in the laboratory rooms. Cleaning supplies, paints, fertilizer, pesticides and other chemicals required to maintain the school will be stored in approved containers and located in a ventilated, lockable and fire resistive room.

LEARNING ENVIRONMENT CONDUCIVE TO PERFORMANCE EXCELLENCE

ECCA is committed to designing an exciting learning environment with appropriate teaching and administrative support areas. Classrooms,

common rooms and administrative offices will be located on the south side of the building where views and daylight serve to motivate and inspire. Well-designed, task-oriented artificial lighting will be designed to supplement daylighting when necessary. Acoustical materials will be utilized to reduce ambient noise levels, minimize transfer of noise between classrooms, corridors and other learning areas, and create a learning environment that focuses the students' attention. Where spaces are shared between Elementary and Middle School students, they will be scaled for teenage occupancy.

ECCA has programmed two (2) kindergarten classrooms with dedicated bathrooms at a total of 1,000 square feet each. These classrooms are programmed with movable partitions to facilitate the joining of the spaces for common play activities and the incremental division of the space for smaller reading activities. ECCA has programmed two 450 square foot study rooms near the special education offices. These rooms are adjacent to the library and visible from the administration. Considered "flex" space, the two rooms can be used for independent study, special group projects and flooding when not in use by special education teachers or reading specialist. These rooms are centrally located and will be shared with the Middle School.

Classrooms are designed at 665 square feet to accommodate up to 19 students (19×35 square feet = 665) in the Elementary School, and 608 square feet to accommodate up to 19 students ($19 \times 32 = 608$) in the Middle School. Ceilings in classrooms are envisioned as sloped with a low point not less than 9 feet. The classrooms are rectangular in shape with the long axis 1.33 times longer than the short axis. The ceilings are sloped to allow rising warm air to draw fresh air in to the structure. Cabinetry and storage closets are planned to meet the needs of each teacher's curriculum. ECCA currently has electronic white boards for every classroom and plans on moving them to the new structure. Upgraded technology infrastructure and bandwidth will allow our existing technology to be used to its full capacity. ECCA has programmed a music room adjacent to the gym and stage necessarily with high ceilings and acoustical wall coverings. A large lockable storage closet for expensive instruments is conceived nearby or within the room. An art room with ample storage cabinets and counter sinks is programmed on the north side of the building to take advantage of the even north light popular with artists. The finish materials are envisioned as smooth, cleanable and nonabsorbent. The art room may contain a kiln.

ECCA is committed to 21st century learning, and education, computers and software are a part of achieving this goal. ECCA has programmed two full computer labs, one for the Elementary students and the other for the Middle School students, located on the north side of the building as darker, non-glare spaces are recommended for computer use. Additionally, ECCA's current laptop cart strategy will continue to be deployed for grades five and six in order to bring the technology to every class and every student in every day curriculum. The seventh and eighth grade students currently participate in the ECCA laptop program whereby each student is granted the use of a laptop for the school year.

ECCA's curriculum currently meets or exceeds State model content standards as well as Cap4K and NCLB. ECCA's current curriculum and mission embrace 21st Century Learning, but the site and current facility lack sufficient bandwidth for more advanced levels of information transport and delivery. With a new facility, individual learning and remote classroom instruction would be enhanced and enable connections to the Colorado institutions of higher education distant learning networks "internet two," with technology embedded into school facilities. Key components of the ECCA facility, servers, admin computers, computer lab, phone system, etc. will be serviced by dedicated electrical circuits; all to meet requirements of state and local codes. These circuits will have a centralized battery back-up to protect from data loss and allow business continuity with emergency power backup. Off-site data storage strategies are currently employed and would continue with a new facility.

A library/multimedia research center has been programmed at the heart of the school, acting as the nexus from which the Elementary School, the Middle School and the administration/entry branch. The library/multimedia center is a flexible space for students, staff, community and parents to meet, read, write and draw. The space is envisioned to have high ceilings with exposed building structure and materials, large windows with views of the mountains and perfect southern exposure for half of the space. The library/multimedia research center will also have audio/visual capacity for larger gatherings where window shades will be incorporated to accommodate presentations that require a dark environment. ECCA envisions a rectilinear "alcove" of the center on the north side of the building without windows to contain research and distance learning equipment. This room will be a part of, but physically and acoustically isolated from the library space. This "alcove" can also "flex" to be used as the computer research portion of the library. The expansion of bandwidth will allow these spaces to reach their full potential. A wireless network is envisioned for the entire school. There will be at least two 20-amp electrical circuits on dedicated breakers for the interactive distance learning video equipment.

Science is one of ECCA's strongest subjects, with ECCA sending 4 of the 12 Middle School students from our area who are advancing to the state science fair this spring, 2010. ECCA consistently excels at all levels of science fair competition every year. Two state of the art science labs are envisioned at our school, complete with teaching demonstration table, emergency shower/eyewash, wet student work stations and adequate instrumentation. Middle School science classes at ECCA already focus on the basics of mass, heat loss and gain, transparency and translucency, and the heat effects of different wavelengths of light. A three dimensional example of how this knowledge is applied to our everyday lives will be an important part of the science mission at the school.

ECCA does not provide food service and does not envision a commercial kitchen as a part of the Project. ECCA will continue to have a service kitchen as a part of a multipurpose space containing a lunch room, similar to a residential kitchen for heating, serving and clean-up activities. Because this space is programmed to service both the Elementary and the Middle School, it will be occupied a large part of the day and will be isolated from the library/multimedia center, administration and classrooms to keep disturbance to a minimum. The space is envisioned as flex space shared with the gymnasium, stage and music rooms. A stage for school productions will be included. The stage will be supplemented with basic theatrical lighting and sound systems. It is anticipated that this "cafetorium" section of the building will be close to the parking area and "lock-off" from the classroom areas. This will enable these spaces to be easily used by the community for after-school homework and music programs, outreach as well as athletics. Programmed for Middle School use, it will contain a basketball court with dividing curtain to divide the court into two smaller courts, volleyball sleeves and standards, safety wall wainscoting and fiberglass adjustable basketball backstops as well as a scoreboard and bleachers. An important part of the ECCA experience is the "Hawk" character award ceremony. This ceremony happens each trimester and attracts every student and parent in the school. The gymnasium bleachers have been sized to seat this number and orient to the stage for this specific event. Minimal window shading will be required to facilitate the large audio/visual presentations typical at the award ceremonies.

ECCA's current site is well-suited for the play and sports areas recommended for Elementary and Middle School education. Existing

playground equipment is age appropriate and will be relocated as part of the Project. The site currently contains a U-12 soccer field that will be relocated to the site of the current modulars following construction. ECCA students participate in a variety of local soccer teams, and the school would like to continue to provide a field for practice and games. There is a shortage of soccer fields in the community, especially fields with artificial turf that can extend the very short spring and fall seasons into the winter months. ECCA plans to apply for a Great Outdoors Colorado (GOCO) grant for an artificial turf field to service the school and the rest of the community. ECCA has never had a gymnasium or an indoor space large enough for exercise; hence, non-traditional physical activities have always been a part of the school and will continue to be. However, a gymnasium is planned for the proposed school so that students will have more exercise opportunities on campus. The objectives of the play areas include: reducing discipline issues on school grounds, providing better physical education and resources for outdoor classroom projects, establishing a gathering place for neighborhood families, and strengthening community-school partnerships.

ENERGY EFFICIENT PERFORMANCE STANDARDS

Sound structural foundations, floors, walls and roof systems are not taken for granted by those who have existed without them for so long. Our local snow and wind conditions put a premium on important design considerations, from orientation and massing to sizing of structure and transparency of glazing. High country roofs present the biggest of challenges. The accumulation of ice and snow, the freeze/thaw cycle, and the realities of roof ice dams make roof selection and construction one of the most important design specifications in the Project. ECCA envisions a combination of low slope and steep slope roofs (standing seam and TPO) to take advantage of passive and active solar opportunities, natural ventilation and views. ECCA contemplates the primary delivery methods for heating, cooling, and lighting to be natural and sustainable, with mechanical or artificial systems available only to supplement at night or when extreme conditions warrant. High performance systems and holistic thinking will be critical to realizing our vision for energy efficiency. Higher operating costs result in sacrificed educational opportunities. In a new building, it is the highest priority of ECCA that long-term thinking for energy use and durability for decreased maintenance provide for a financially sustainable future. The school has partnered with the Governor's Energy Office and has received and programmed into our Project preliminary High Performance Design information from partner engineers and architects. All recommendations received from the Governor's Energy Office partnership, including those made by Ambient Energy and the Energy Star report, have been incorporated in the design and Budget for the new school. It is the informed goal of ECCA to maintain current usage patterns on the site while growing the square footage by nearly double. Careful selection of water saving fixtures, a turf field, and reuse of existing detention facilities are important parts of achieving the goal. A permanent solution to detention and water quality treatment will be a significant upgrade.

ECCA's current site allows for a long East/West axis building where over 50% of the square footage has exposure to south facing glass. This orientation has obvious benefits for lighting and heating but also will serve to mitigate the proximity to I-70. By placing the long building parallel with the highway to the north and in front of an earthen berm with an 8' wildlife fence, a barrier is formed that can diminish acoustical, climatic and security concerns. On the south side, day-lighting strategies in the classrooms go hand in hand with passive solar strategies, as do lighting control systems that can operate window shades for optimal lighting and heating conditions. Occupancy sensors are compatible with lighting automation and are an important part of mitigating energy use. Site lighting will necessarily have to comply with local dark sky codes where landscape lighting is minimized and light trespass is closely monitored. Energy saving LED fixtures can last for many decades and be dimmed to appropriate light levels in the community.

Based on Governor's Energy Office recommendations, the proposed ECCA plan locates heat and light sensitive programs (computer labs, science labs and audio/visual rooms, as well as the gymnasium and mechanical rooms) to the northern side of the building so that heat is retained where it is needed most. ECCA's proposal to construct a new school envisions a state of the art, staged, high efficiency boiler system with hydronic baseboard or radiant slab delivery system, as recommended by Ambient Energy (partnered through the Governor's Energy Office). These systems are efficient with high mass construction techniques and are also easily zoned. Automated and linked thermostats with proper control modules can adjust boiler temperature to outside conditions for super efficient heating. More advanced systems can link thermostats with shading devices, occupancy sensors and setback times, as well as active solar technology. Such systems are expensive but will be explored on a cost/benefit basis once quantities and sizes are known. Roof overhangs and solar shading devices will be required to reject heat in the warmer months. Because of our high altitude climate, cooling will not be required in the building. The use of active solar and solar water heating technologies are an important part of creating fixed utility and maintenance costs for ECCA. These strategies are also energy efficient and renewable. The use of pitched roofs, operable clerestory windows, and appropriate shading devices will allow for cool air to circulate through the school and cause heat to be dissipated in the warmer, unoccupied months. Tight building envelopes are essential when mechanical systems are not used to ventilate spaces. Specifying proper insulation, sealants and sheeting will be vital to the success of the building as will close observation during construction. R-19 is the minimum wall insulation, while high country roofs can require super-insulative R values of 60+ in order to mitigate ice dam build up and roof damage. A careful study by a materials engineer is budgeted to size the insulation and assemblies to our extreme climate. ECCA's current Reduce, Reuse, Recycle policy in pursuit of zero waste includes interdisciplinary teaching on the subject with recycle bins in each building, scrap paper bins, and monthly printer, battery and CRT collection for recycling. Our current modulars will be sold if possible and "reused" by a potential purchaser. Much of the furniture and all of the technology will be reused in the new facility. New construction presents a learning opportunity for the students and the contractor. ECCA envisions a project of very little waste, where packaging is recycled, and demolition is unnecessary.

ECCA's facilities committee, made up of architects, engineers, and contractors will be trained for preventative maintenance tasks for all building systems. Regularly scheduled inspections will be performed to determine that systems are functioning as designed. Maintenance programs will be developed and implemented to keep equipment and materials functioning as intended, extend life of equipment and reduce operational costs.

ECCA has approached its facility programming and decision making with an emphasis on holistic thinking. It is fundamentally important to the longevity of the building and hence the sustainability of the school that the selected materials and systems possess a combined lifespan that will enable the school to service the community well past the generation of students that is currently in the school. This is why we are exploring the use of such durable materials as polished concrete for many of the floor surfaces, local stone and brick for exterior walls and metal roofing for all sloped roof surfaces and some exterior wall application. ECCA views the longevity of the structure as a byproduct of such materials -- passive and sustainable solutions for energy use and climate-specific, high performance building systems that include simple concepts for upgrading technology and its delivery system. Constructed correctly, the design envisioned should remain relevant for as long as Coloradoans continue to educate their children in classrooms and be sustainable far beyond that.

After 16 years of use, our existing temporary modular buildings are exhausted, and yearly maintenance costs are beginning to exceed debt service costs on new temporary modular facilities. We view our situation critical whereby decisions for future viability of our facility need to be made now. ECCA seeks to break the cycle of temporary modulars and debt service in favor of a durable and sustainable structure that can reduce our operating costs and allow us to focus our energies on educating our future generations. Our consecutive years of John Irwin Award winning performance have demonstrated that our educational model works and that ECCA is here to stay. Our wait list of 1,059 students shows our viability and ability to grow and cover any unexpected or added expenses. We view ourselves as a good investment and hope others do as well.

How does the Applicant plan to Maintain this Project if it is Awarded:

ECCA has developed both a Maintenance Plan and Capital Replacement Plan for purposes of operating and replacing the major components of an energy efficient school.

ECCA'S MAINTENANCE PLAN

ECCA's maintenance plan for the proposed new school will be based on best practice of "predictive" maintenance and the goal of avoiding the practice of "breakdown" maintenance. The predictive maintenance plan will include:

- 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 be part of the plan include, but are not limited to:

- Heating System: boilers should be inspected and maintained regularly; performance is to be maximized through proper balancing.
- 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 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.
- Finishes: Painting should be done on a regular schedule to avoid disturbance 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, bathroom or gymnasium.

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 \$9,900 (or \$.22 per square foot based on 45,000 square feet) as set forth below. ECCA plans to allocate approximately \$10,000 annually in a separate capital reserve account based on the Forecasted Maintenance Plan.

ANNUAL FORECASTED MAINTENANCE COSTS

Description	X's per Year	Cost Per Maint	Annual Cost
ROOFING-STANDING SEAM	1	\$100	\$ 100
BOILERS	2	\$300	\$ 600
AIR HANDLERS	2	\$500	\$1000
VAV'S	1	\$500	\$ 500
MISC PLUMBING	4	\$150	\$ 600
LIGHT BULBS	12	\$100	\$1200

LIGHT FIXTURES	*****1*****	\$500	*****\$ 500
PAINTING	*****1*****	\$500	*****\$ 500
FLOORING	*****2*****	\$250	*****\$ 500
LANDSCAPING/IRRIGATION	*****5*****	\$200	*****\$1000
HARDSCAPES	*****2*****	\$250	*****\$500
JOINT SEALANTS/WEATHERSTRIP	**1*****	\$500	*****\$500
KITCHEN EQUIPMENT	*****1*****	\$250	*****\$250
GYM EQUIPMENT	*****1*****	\$200	*****\$200
VISUAL DISPLAY BOARDS	*****1*****	N/A	*****N/A
LOW VOLTAGE CABLING/EQUIP	*****1*****	\$250	*****\$250
DOORS AND HARDWARE	*****1*****	\$500	*****\$500
WINDOWS/GLAZING	*****2*****	\$300	*****\$600
WINDOW TREATMENTS	*****1*****	\$100	*****\$100
FIRE SPRINKLERS	*****1*****	\$500	*****\$500
		TOTAL	*****\$9,900

ECCA acknowledges that maintenance numbers during the initial years of the new school will be lower than at a later date as the facilities age. This proves to be true based on our analysis of the actual repair costs for certain other schools for which we obtained information. We obtained actual operating cost data for all Eagle County Schools, including new schools funded by the 2006 bond election and for several newer schools in Steamboat Springs. The information was obtained directly from the school districts. ECCA believes its estimates are feasible. The estimates will be replaced with better projections after specific systems and materials are specified for the new school and also after actual operating information become available for a historical cost analysis.

CAPITAL REPLACEMENT PLAN

ECCA's Capital Replacement Plan is to annually 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 their 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. ECCA plans to allocate approximately \$40,000 annually in a separate capital reserve account based on the Capital Replacement Plan.

To prepare the Capital Replacement Plan, ECCA 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 is set forth below.

ANNUAL CAPITAL RESERVE ESTIMATES

Description	*****	Replacement Reserve	*****
	*****Life*****	*****Cost*****	*****Annual
ROOFING-STANDING SEAM	*****50*****	\$800,000	*****\$16,000
BOILERS	*****25*****	\$50,000	*****\$2,000
AIR HANDLERS	*****25*****	\$40,000	*****\$1,600
VAV'S	*****20*****	\$10,000	*****\$500
MISC PLUMBING	*****25*****	\$15,000	*****\$600
LIGHT BULBS	*****N/A*****	N/A	*****N/A
LIGHT FIXTURES	*****15*****	\$15,000	*****\$1,000
PAINTING	*****10*****	\$5,000	*****\$500
FLOORING	*****15*****	\$150,000	*****\$10,000
LANDSCAPING/IRRIGATION	*****20*****	\$5,000	*****\$250
HARDSCAPES	*****25*****	\$20,000	*****\$800
JOINT SEALANTS/WEATHERSTRIP	**10*****	\$3,000	*****\$300
KITCHEN EQUIPMENT	*****15*****	\$5,000	*****\$333
GYM EQUIPMENT	*****20*****	\$5,000	*****\$250
VISUAL DISPLAY BOARDS	*****10*****	\$5,000	*****\$500
LOW VOLTAGE CABLING/EQUIP	*****25*****	\$35,000	*****\$1,400
DOORS AND HARDWARE	*****30*****	\$3,000	*****\$100
WINDOWS/GLAZING	*****30*****	\$25,000	*****\$833
WINDOW TREATMENTS	*****10*****	\$15,000	*****\$1,500
FIRE SPRINKLERS	*****50*****	\$65,000	*****\$1,300
		TOTAL	*****\$39,767

Based on our analysis, ECCA feels setting aside this amount is more than adequate to have funds available when replacement is necessary, without taking into account the idea that rehabilitation will be a possible solution instead of replacement with respect to many of the components under this plan. Of course, this Capital Replacement Plan will need to be modified for the actual systems which are specified in the actual construction of the school.

FINANCIAL RESPONSIBILITY FOR MAINTENANCE AND CAPITAL REPLACEMENT PLAN

The total annual estimated amount for costs under the Maintenance Plan and Capital Replacement Plans as described above is approximately \$50,000. In order to assure that ECCA can be financially responsible for these amounts, ECCA analyzed its historical and projected sources of revenue.

From the date of its initial charter 16 years ago going forward (and as of the date of this application), ECCA's contract with the Eagle County School District has provided for revenue based on Per Pupil Operating Revenue and not Per Pupil Revenue, plus other deductions taken from this amount as well. Therefore, ECCA has not received amounts of state capital funds to date except for Capital Construction grant funds each year. This matter is being negotiated at the time of this application in good faith by both parties, and ECCA is working towards a goal of receiving full Per Pupil Revenue going forward.

Notwithstanding ECCA's historical lack of capital and other operating funds, ECCA has been successful in fundraising and creating reserves, including a separate capital reserve account in excess of \$500,000. Each year, ECCA solicits voluntary contributions from families enrolling in the school. Donations are requested in the categories of Book/Technology Donation, Operational Donation, and Capital Improvement Donation. The participation in this donation program by ECCA families is 98% to date for this current school year of 2009/2010. Capital Improvement funds are earmarked only for those purposes. These donations are made in addition to the significant fundraising efforts made by ECCA families every year for various events described elsewhere in this BEST grant application and ECCA's Master Plan.

In addition to having these traditional revenue sources, ECCA plans to increase class size in order to support its new school facility. ECCA currently offers two classes of 16 students per grade from Kindergarten to 8th grade. Under the current sibling policy, once a student enrolls at ECCA, the siblings of that student can also enter the school so long as it would not cause any grade to exceed 34 students. Admission of siblings causing a grade to exceed 34 students requires approval by the ECCA Board of Directors. ECCA's new school will be designed to accommodate two classes of 19 students per grade for a total of 342 students at the school. The base size of each class will be 18, with the possibility of admission of an additional sibling automatically under the same sibling policy currently in use. For purposes of calculating additional Per Pupil Revenue for the additional students, there will be between 36 and 54 additional students added to ECCA's new school (4-6 students per grade).

These additional students represent an increase in our annual PPR revenue (which assumes for this calculation that PPR is \$7,500 and Kindergarten students are counted at 58%) between \$257,400 and \$386,100.

The following chart itemizes expense items which are forecasted to increase with additional square footage at the school. We based our expenses on ECCA's actual expenses in our current facility (which we determined to be conservative numbers applied to a new school based on our review of actual operating expenses for schools in Eagle County and Steamboat Springs). We applied the cost per square foot of those expenses which would increase with additional square footage to the new square footage of 45,000 to project the total new net costs of those items. We project our expenses to increase by approximately \$127,000 annually.

Annual Operating Costs in Current School that would Increase with Additional Sq. Ft.	Total Additional VS Projected For 45,000 Sq Ft	Net Additional Projected Operating Costs for New School
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ITEM	COST/YEAR	COST/YEAR	COST/YEAR
Gas	\$9,878.04	\$19,326.60	\$9,448.56
Electric	\$12,484.40	\$24,426.00	\$11,941.60
Water and Sewer	\$3,680.01	\$7,200.02	\$3,520.01
Telephone and Internet	\$5,717.68	\$11,186.77	\$5,469.09
Insurance on Facilities	\$14,000.00	\$27,391.30	\$13,391.30
Cleaning Supplies And Maintenance	\$8,913.00	\$17,438.48	\$8,525.48
Janitorial wages And benefits	\$46,440.50	\$90,861.85	\$44,421.35
Repairs and Maintenance	\$32,000	\$64,608.70	\$30,608.70
TOTAL	\$133,113.63	\$260,439.71	\$127,326.08

When the additional annual operating cost of \$127,000 for the new school is added to the amounts we are budgeting for maintenance (\$10,000) and capital replacement (\$40,000), the total additional budgeted expense for the new school is \$177,000. When compared to the additional projected PPR revenue of between \$257,400 and \$386,100, it becomes clear that ECCA will be able to pay for the additional projected expenses, with remaining funds left over in the range of between \$80,400 and \$209,100.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$40,000

CDE Comments:

THE APPLICANT HAS MET THE THREE MONTH NOTIFICATION AND HAS BEEN CHARTERED FOR MORE THAN FIVE YEARS AS REQUIRED IN STATUTE.

Funded FTE Count:	292	Bonded Debt Approved:	
Assessed Valuation:		Year Bonded Election Approved:	N/A
PPAV:		Bonded Debt Failed:	
Bonded Debt:		Year Bond Election Failed:	N/A
Total Bonding Capacity:		2009 Bond Election Results:	N/A
% of Bonding Capacity Used:		Median Household Income:**	
Bond Capital Remaining:		Free or Reduced Lunch %:	0.34%
Existing Bond Mill Levy:		State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	(\$233,075)
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:		The property is owned by Eagle County School District RE 50J, and if ECCA ceased to exist, the facility would revert to the School District.	

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$8,534,060.00	Affected Sq Ft:	24,100
Current Project Match:	\$2,844,686.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$11,378,747.00	CDE Minimum Match Percent:	65
Previous Grant Awards:	\$0.00	Actual Match Provided:	25
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	39.08%
Future Matches:	\$0.00	CFI:	111.00%
Total for all Phases:	\$10,836,902.00	Inflation:	3
Cost Per Sq Ft:	\$240.00	Davis- Bacon Wage Requirement:	\$0
Cost Per Pupil:	\$31,686.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Vista Charter School – Vista Charter School Campus

Number of Buildings:	2
All or Portion built by WPA:	
Gross Area (SF):	12,800
Replacement Value:	\$2,622,169
Condition Budget:	\$2,585,639
Total FCI:	98.61%
Energy Budget:	\$4,480
Suitability Budget:	\$2,836,600
Total RSLI:	8%
Total CFI:	207%
Condition Score: (60%)	0.07
Energy Score: (0%)	1.95
Suitability Score: (40%)	3.61
School Score:	TBD



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: VISTA CHARTER SCHOOL

Project Rank: 1.00

County: MONTROSE

Applicant Priority #: 1

Project Title: 6-8 Alternative School Facility Replacement

- | | | | |
|---|--|---|--|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input checked="" type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input type="checkbox"/> Project Other Explain: New building to replace leased buildings | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The Vista Charter School's current education programs are located in two leased pre-engineered metal buildings and have a total leased space of 12,800 square feet. The portion of the main building utilized by the school is approximately 6,800 square feet with approximately 4,200 square feet occupied by an industrial tenant. The second building, referenced as the annex building, is 6,000 square feet. The two buildings are separated by a concrete walk and an access drive to a loading dock on the north side of the main building and on the south side of the annex building.

Vista Charter School, as a Colorado Department of Education designated alternative high school, serves the needs of highly at-risk students who might not otherwise earn a diploma. The school also serves as an Expulsion Intervention Prevention (EIP) program for the Montrose County School District. The alternative high school provides classes for students in grades 9-12. The EIP program serves middle school students grades 6-8 and high school students grades 9-12. The existing curriculum is a self-paced, individualized, student-centered instructional model. Most learning occurs through the student interfacing with the computerized Colorado standardized curricula system with staff providing one-to-one instructional support for the learning process. Vista Charter School students, in general, are not successful in the traditional school setting.

As a requirement for graduation, Vista Charter School students are expected to reach a competency proficiency in the core subjects of math, reading, language arts and writing. This benchmark proficiency is measured on nationally normed tests. Students are given the option of completing Colorado standard-based curricula in the form of PLATO Learning (a computer driven curricula) or completing the Vista Charter School Curricula (Colorado standard-based curricula created by staff) for class credit.

In cooperation with the Montrose County School District maintenance staff and Vista Charter School maintenance staff, the charter school will perform an annual building inspection as part of the annual review of the school. There will be no added costs for the maintenance review. Typical commercial maintenance and repair budgets are estimated at approximately 2%-3% of the total project cost. However, the Vista Charter School budget currently cannot accommodate this level of maintenance cost. In the past six years, Vista Charter School has budgeted and saved about \$40,000 to \$50,000 dollars in the Capital Construction Reserve fund. The maintenance plan for the new facility would include the budgeted Capital Reserves to be set-aside for future maintenance.

The buildings that house Vista Charter School were not designed with educating students in mind. These existing buildings will require extensive renovation and additions to meet state recommendations for educational facilities. Light industrial buildings have a life expectancy of 20-25 years. The main building is beyond that age, and is 27 years old and the annex is 18 years old. Vista Charter School currently leases the two facilities. Investigation into purchasing the property determined it to be cost prohibitive when combined with the age of the facilities and the cost of extensive renovation. The master plan assessments findings concur with the Colorado Department Education Final School Assessment Report for the Vista Charter School. It is not recommended to purchase and renovate the existing facilities. Therefore, Vista Charter School is pursuing a BEST Grant to provide an effective educational program, a healthy learning environment, technologically advanced teaching tools, and a safe, flexible, energy efficient and durable facility that will meet the needs of the students now and in the future.

Issue: New School

Deficiencies Associated with this Issue:

Classroom deficiencies - The classrooms have minimal windows with inadequate natural light or views. The classrooms are not well ventilated, and operable windows are limited throughout the classrooms. Each classroom has computer access, but the computer workstations utilize plug-in power strips and extension cords. It is probable that overloaded circuits exist because of this practice. Interactive smart board technology and other audiovisual technology are not provided in these classrooms. Three of the large classrooms are only separated by bookcases and other storage cabinets placed between the teaching areas. In addition, the Work-study classroom is below the minimum classroom size of 600 square feet (590 s.f.) and is under the minimum 32 square feet/student. This classroom usable area is significantly reduced by the circulation area on the north side of the classroom, where students and staff must pass through as a hallway to the library and to the administrator's office. The pull-out classrooms for the writing lab and computer lab are well below the minimum classroom size of 600 square feet (300 s.f.) and are under the minimum 32 square feet/student. The music/science pull-out classroom is also below the minimum classroom size of 600 square feet (250 s.f.) and is under the minimum 32 square feet/student. No science lab teaching demonstration table or student work stations are provided for traditional lab classroom work.

Library/Media Room Deficiencies - The library has a few bookcases around the perimeter walls and moveable tables in the center of the room, but does not have the resources for topic research. The space does not have high ceilings. The structural frame, insulation, electrical conduit and plumbing pipes are all exposed. The space is located in the interior of the building and has no windows or natural light except for a single opaque skylight and has insufficient task lighting. The space is not well ventilated.

The following program spaces are not provided as part of the alternative high school or EIP program:

Multi-purpose room

Cafeteria - The school does not provide a school lunch program thereby eliminating the need for a commercial kitchen with cooking and

refrigeration equipment, dry storage and ware washing, and food preparation areas.

Distance Learning Lab

Auditorium, performing arts, physical education and gymnasium

VoAg & VoTech programs

Site Deficiencies - The parent drop-off / pick-up area is included in the access drive to the parking area and needs separation to reduce congestion in the parking before and after class sessions. To access the staff parking area, vehicles must cross the sidewalk that approaches the main entrances of the two buildings. Pedestrian access to the building is through the parking lot. The walk along the north side of the main building is frequently barricaded off because of ice and snow, which is a safety concern. The parking lot lighting is adequate but lighting levels at entries are minimal, especially for the student attending classes at night. No pedestrian access is provided from the street to the building entries. The site is relatively flat and the landscape and walk areas adjacent to the building have insufficient drainage away from the structure. The roofs drain directly onto the ground around the entire perimeter except at the three entrances. These have short lengths of gutter with downspouts that discharge against the buildings. The landscape is minimal and inadequate for a facility of this size. It does not provide adequate outdoor resources. The only outdoor activity space is a grass/dirt volleyball area with a picnic table. The trash dumpster is located across the parking lot and is not enclosed. The property is not fenced and a portion of the property that is not leased by the Charter School is rough and unmaintained.

Building Deficiencies - The existing metal panel system is reaching the end of its usable life. The lower portions of the metal panels are rusted and in need of replacement. The roof has several leaks which should be repaired before further damage is caused to the structural members. Both structures have minimal window openings to provide day lighting and natural ventilation. During the seasons where heat is required, no mechanical or natural ventilation occurs unless windows are open. The electrical system is inadequate if air conditioning would be added requiring an electrical service upgrade. There is no fire sprinkler system in either building. There is no compliance to ADA clearances or mounting heights in the restrooms. It is acoustically ill-suited to a learning environment. The existing older T8 and T12 lamps for lighting are noticeably low at less than 30 fc or less. Recommended fc level for classrooms is typically 50 fc. Some of the light fixtures use intermediate plug-in cords for power. This is not acceptable per NEC. The PC workstations use plug-in power strips and extension cords, causing probable overloaded circuits. The fire alarm system does not meet current code as interior classrooms with doors should have notification devices, which are not present.

Energy Usage Deficiencies - The facility does not have recommended thermal insulation in the exterior walls or roof structure which is illustrated by the utility energy costs data provided by the school. A cursory review of the energy usage based on 2009 costs at the existing Vista Charter School facilities (main building 6,800 s.f. + annex building 6,000 s.f. = 12,800 s.f.) found a total electrical cost of \$ 16,150, and a total gas cost of \$ 12,460. The total energy cost per area of building is \$ 2.23/square foot. In comparison, educational buildings within the Mesa County SD51 and Delta County 50 School District have shown a cost of \$1.25 – \$1.35 / square foot. A national average for comparison would be \$1.60 /square foot. It therefore appears the existing school energy usage is higher than what would be expected for a comparison to other schools in the western slope area and in the nation.

(Updated)

In 2005, Vista Charter School moved into its current location, leasing a light industrial pre-engineered metal building. One option considered was to purchase the property Vista is presently leasing and to expand the programs into the remaining building space already available on the property. In 2008 an appraisal determined the property was valued between \$1.4 – \$1.6 million. To upgrade and renovate these buildings (main building 12,800 s.f. and annex building 6,000 s.f. = 18,000 s.f.) has been estimated to cost between \$ 3,100,000 – 3, 300,000 to meet state standards for a high performance buildings. The cost of acquiring the property and existing building combined with the funds required to bring the facility up to what is required for a state educational facility was determined to be too cost prohibitive. Also in consideration was the fact that the light industrial buildings only have a life expectancy of 25-30 years and these buildings were already 27 years old and 18 years old. It was determined to seek alternative sources of funding while annually setting aside matching funds to buy a new property site and build a new facility.

Proposed Solution to Address the Deficiencies Listed Above:

Because of the inadequate facility that currently houses the Vista Charter School, the Steering Committee and Vista Charter School Board have developed a strategic plan for a new school facility. The property site selected was chosen because of the adjacent uses which are advantageous to a healthy educational facility; the safe access to the property for vehicles, pedestrians and bicyclists is optimal; the site has an existing concrete parking lot in good condition with sufficient site lighting; the site size and configuration allows the new facility to maximize outdoor education and recreation spaces currently unavailable in their existing facilities; and the orientation is conducive for alternative energy systems such as photovoltaic systems and ground source heat pump systems.

The new facility will be designed to meet the high performance standards of a safe/sustainable/energy efficient school which are safety and security, sustainability, healthy and productive environment, and cost effectiveness. The cost estimate reflects cost associated with a LEED Gold facility.

To increase safety and security, the school will incorporate site safety; install proper locking hardware for lock downs; improve visual monitoring for entrances; be equipped with fire alarm, duress notification systems and have close circuit video and keycard access control. The sustainable building will be energy efficient, have low short-term and long-term life-cycle costs, will be healthy for its occupants, will be built with environmentally preferable materials and products, will have high-performance mechanical and lighting systems, and have a relatively low impact on the environment.

To have a healthy and productive environment, the design will implement high levels of acoustic, thermal and visual comfort; large amounts of natural daylight; superior indoor air quality; and technologically advanced teaching environments.

To increase the cost effectiveness of the new Vista Charter School, energy analysis tools will optimize energy performance, flexible interior spaces will maximize usage, a life-cycle cost approach will reduce the total cost of ownership and a commissioning process to ensure the facility will operate in a manner consistent with the design intent.

Vista Charter School is an integral part of the success of the Montrose community. With the addition of the Drop-In Center at the school, at risk students and their families will be given every available resource needed to reach their potential. The new facility for Vista Charter School will be one more positive aspect in the integral role this school plays in the lives of their students.

How Urgent is this Project:

Vista Charter School is a CDE designated alternative campus. The students not only have high risk factors emotionally and academically, but also bring to campus a criminal element. The school utilizes Hilltop juvenile diversion, Montrose County probation, the Meth Coalition, and the police department. Many of the students have gang involvement or socialize with other students who are involved in gangs. Weekly, the police report students engaged in unlawful activity. One of the greatest threats to the safety and welfare of the students in the building is the inability to have a lock-down space in either of the two buildings. A plan is in place for movement to a safe area during lockdown but it is an inadequate area. The school is a light industrial building with open space and few walls or halls. Temporary “walls” have been created by bookshelves and partitions.

The school has invested in a single entrance with a buzzer for entry into the main building, but lacks any secure entrance into the second building. The school has also invested in security cameras inside and outside of the building. In the past four years of the Charter school, there have been four major safety concerns involving students.

- First, two students attending the acceleration class were the only two witnesses of a homicide in a local bar (the boyfriend of one of the two girls). Both girls showed up for class the very next day after the homicide and unknowingly “brought” with them the potential for harm to the campus.
- Second, the student who lacerated the throat of a MCSD high school student was considering enrolling in our EIP program.
- Third, last year, the only two witnesses (and victims) of a drug related drive-by shooting were students who came to school in the evenings the next week after the incident, again, unknowingly bringing the potential of outside threat to the campus.
- And most recently a light plane crashed within two blocks of the school. The school is in the flight pattern of the airport.

(<http://www.montrosepress.com/articles/2009/11/19/news/doc4b04c079706c4424013650.txt>)

Because of the population the school serves, there must be a specific and secure entry, lock-down, and evacuation options for the school. There is an urgent need to provide a healthy and secure environment for the Vista Charter School staff and students.

What is the Cost Associated with this Project:

\$5,825,000 - Total project cost with land acquisition

How Does this Project Conform with the Construction Guidelines:

The new Vista Charter School’s design will follow the safe and healthy facility state guidelines, codes, and regulations as referenced in Capital Construction Assistance Public Schools Facility Construction Guidelines and listed below:

1. Durability of Environmentally Preferred Materials and Equipment - The new education facility should be constructed with the long life of the building in mind (section 5.1). When considering the materials to be used, the most durable, such as masonry, become the most sustainable (section 5.1.3, 5.1.19, 5.1.21). The use of local and recycled materials that are timeless in nature as well as durable will lead to a structure that retains its usefulness for an extended period of time and is environmentally responsible (section 3.1, 3.2, 5.1.23, 5.1.25, 5.2).

2. Flexibility of Educational Spaces – Interiors of the building must address multiple-use and flexibility. In order to accomplish this, the classrooms will be designed to allow different teaching disciplines to occur during the academic sessions (section 5.1.4, 5.2.). Commons areas will provide opportunities for students and staff to gather for informal break-out sessions and social interaction (section 4.12.15, 5.1.4, 5.1.7). Small break-out areas will also be intermingled between teaching spaces to allow for small group or individual study sessions (section 5.2).

3. Natural Ventilation – The school will be designed to maximize access to natural ventilation (section 3.12). Each classroom will have access to operable windows encouraging the movement of air throughout the building (section 3.15.2, 5.1.19). Good, natural ventilation can help eliminate some of the possible issues associated with spending time in a conditioned space.

4. Day lighting – Natural day light can have the highest impact on the quality of learning and visual comfort. Day light will be introduced into the school environment through the use of windows, skylights and light shelves (section 4.11.4, 4.12, 4.12.2, 4.11.5, 4.12.4, 5.1.15). The use of overhead doors, sliding doors or moveable panels can also provide opportunities to bathe interior spaces with day light (section 5.1.9, 5.1.19).

5. Renewable Energy and Energy Efficiency – Passive and active solar energy systems can be used such as photovoltaic panels, solar hot water, solar panels to preheat supply air and a ground source heat pump system(section 5.1.9). These systems can effectively reduce energy consumption (section 5.1.25, 5.1.19). The building envelope will include insulation that exceeds suggested minimums per code, combined with low E coding windows and mechanical and electrical systems that use less energy thus providing energy efficient and environmentally conscious facility that also gives thermal comfort (section 3.11, 3.12, 3.13, 5.1.1, 5.1.10, 5.1.11, 5.1.17, 5.1.18, 5.1.21, 5.1.23, 5.1.25). Building systems will utilize Energy Star labeled systems and equipment (section 5.1.25). The roof systems will employ cool roof technology to reduce cooling loads and the heat island effects on the facility (section 5.1.21)

6. Acoustical Comfort – The design of core learning areas will meet the performance requirements for high performance schools (section 4.12, 5.1.12). Students will be able to hear teachers clearly and noise from other areas is minimized through sound absorbing materials such as acoustical ceiling tiles and wall panels (section 4.11.4, 4.12, 4.12.2, 4.11.5, 4.12.4, 4.13.14).

7. Learning Technologies - Technology implemented in the new design will integrate modern technology into all areas including classrooms, library and break-out areas helping make this a 21st century school (section 4.11.4, 4.12, 4.12.2, 4.11.5, 4.12.4, 4.12.5, 4.12.6, 4.13.14).

8. Safety and Security – Because of the at-risk factors associated with the students, safety and security is of utmost importance.

a. Building Safety and Security - The administrative offices will have visual access to the main public entrance (section 3.3). The entry will also be designed with a controlled access to provide students and staff safety (section 3.9, 3.10). All other exterior entrances will be locked and have controlled access (section 3.9). Interior doors shall have locking hardware for lock-downs and may need to have sidelights or door vision glass to allow line-of-sight into corridors during emergencies (section 3.9). The multi-purpose room and the three enclosed classrooms will provide lock-down spaces for emergencies involving intruders (section 3.9). The facility will be equipped with closed-circuit video and key card or key pad building access control (section 3.5, 3.7). An unobstructed egress path from any point of the school to a horizontal exit or public way will be provided (section 3.3). The doors will open in the direction of the path of egress and have panic hardware where required. A building fire

alarm and duress notification system will be installed in the new facility designed to accommodate State and Local fire code requirements (section 3.3, 3.5). An Event Alerting and Notification system utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school will be provided (section 3.8, 3.10).

b. Site Safety and Security – The site will separate pedestrian and vehicular traffic to provide safe access (section 3.18, 3.18.1, 3.18.2). Physical routes for Vista Charter School’s basic modes (cars, pedestrians and bicycles) of traffic will be separated from each other (section 3.18.3). Vista Charter School does not provide bussing therefore bus traffic will not be a consideration. An adequate driveway zone for parent drop-off/pickup zones will be designed and will not require backward movement by vehicles (section 3.18.3, 3.18.8). Students will be loaded and unloaded directly to the curb/sidewalk (section 3.18.3, 3.18.5, 3.18.6). Parking will be on a paved surface. The site selected will utilize the existing concrete parking area, for student, visitor and staff parking (section 3.18.4, 5.1.6). The facility will provide sufficient bicycle safe-route access and storage (section 3.18.7, 5.1.2, 5.1.5). The school entrance will be restricted to vehicle access with bollards (section 3.18.9). The site should have a fenced perimeter with gates that have the capability to be locked to restrict access (section 3.19.6). Drought tolerant landscaping will be utilized to reduce heat island effect and to provide shade for the south facing building facades (section 5.1.20). The arrangement of landscaping, outdoor recreation and parking will be designed to create clear lines of site from a single vantage point. Shrubbery will be trimmed to prevent concealment of people (section 3.19.1, 3.19.2). Site utilities will be located away from the main school entrance and outdoor activity areas. Electric service equipment and gas meters will be fenced to restrict access to unauthorized persons (section 3.19.3). Building roofs will be secured to restrict access (section 3.19.4). Exterior buildings and walkways will be lighted to protect and guide occupants during evening use of the school facility. Outdoor activity spaces will be protected with adequate fencing (section 3.19.5, 3.19.6).

9. The school does not follow a traditional school model. Therefore, the classrooms will be designed to meet the unique characteristics of the Vista Charter School learning environment. The following describes the major components of the Vista Charter School and their conformity or non-conformity to CDE guidelines:

a. The three alternative high school classrooms -Vista Charter School is an alternative high school that serves the needs of students who might not otherwise earn a diploma. The need is highest among young people who want to get their high school diploma and graduate, people who are older in the school system, people who see Vista Charter School as their last chance to get a high school diploma and older students who have limited time for school because of full-time and part-time jobs. Many of Vista Charter School’s students are at-risk. They include students involved with gangs, low income students who must work to contribute to the family income, students with past or present drug abuse of parents or the student or students who are self-sufficiently living apart from their family. Most learning occurs through the student interfacing with the computerized tutorial system with staff providing organizational support for the learning process. Because of Vista Charter School’s experience over the last five years along with research findings, the large classrooms have been designed to accommodate 22 students per session, well under the recommended maximum of 25 students. Each 950 square foot classroom exceeds the 600 square foot minimum recommendation. This gives a total of 43 square feet of classroom space per student, above the recommended 32-35 square feet per student (section 4.13.2).. Research has shown that crowding is a negative factor for student outcomes, especially when students are at risk students and those who do not do well in traditional school settings. Middle school and high school students, according to the social distance concept, require 64 square feet to be successful and comfortable. Vista Charter School has tried to balance the need for social distance recommendations with the state guidelines for classroom size (section 4.13.2).

b. Expulsion intervention prevention program -This program provides short-term and long-term intervention for students who attend the traditional high school but are temporarily expelled from a Montrose County RE-1J School District school. The EIP program consists of four components: academics, counseling/therapy, social and life skills and experiential learning and community service. An intervention process assists students with their individual needs and circumstances to stay in school. Students attending this program are required to be separate from the alternative high school program. The classrooms for the EIP program have been designed to accommodate 20 students per session, well under the recommended maximum of 25 students. Each 700 square foot classroom exceeds the 600 square foot minimum recommendation. This gives a total of 35 square feet of classroom space per student, well within the recommended 32-35 square feet per student (section 4.13.2).

c. Experiential learning/therapy program - Experiential therapy teaches adolescents how to build relationships, trust others and resolve conflict. Adventure-based problem-solving activities empower students to develop creativity and insight and then apply these assets to real-life situations and future learning. Three main types of activities used are adventure games, low ropes, and high ropes. By incorporating experiential challenges into academic venues, students begin to see the world (and learning) as exciting, intriguing and fun. All experiential activities enhance a student’s learning process. The multi-purpose/activity commons area will serve to meet the needs for this program (section 4.12.15). This room has been designed to accommodate 126 students at 7 square feet per student.

d. Drop-in center - The community based drop-in center is intended to provide a comfortable environment for students to use for study before and after school hours. As part of the drop-in center, different county agencies will provide staff to help monitor and give counseling as well as other social services that the individual students may need. By providing space on campus for multiple agency use throughout the week and evenings, accessibility of the agencies to students would be improved. This type of service is not typically included in a high school therefore; additional square feet have been added to the facility program. It is also intended for this space to be used for the distance learning lab (section 4.12.5, 5.1.3, 5.1.4, 5.1.7). The drop-in center has been designed to accommodate 18 students, at 33 square feet per student for a total of 600 square feet (section 4.13.2). The following is a list of agencies who have committed to utilize the drop-in center to service the students.

- i. The Center for Mental Health
- ii. The Department of Health and Human Services
- iii. The Colorado Workforce Center
- iv. Hilltop Community Resources, Inc. (Juvenile Division)
- v. Seventh Judicial District Probation Department
- vi. The City of Montrose Police Department

How does the Applicant plan to Maintain this Project if it is Awarded:

Capital renewal plan - As part of our commitment of fiscal responsibility to the District, community and state, Vista Charter School has pursued and received multiple grant money funding sources. During the initial years of our charter, the school secured almost \$500,000 of grant

funding from state and federal programs. The School has been able to utilize this additional source of funding to set up and equip the school, as well as provide ongoing professional development for staff, a student literacy coach, school safety improvements, curricula work, and some basic safety features for students. Including grants secured in the fall of 2008, the approximate grant fund sums reaches over 1.2 million dollars.

Each year in operation, the Vista Charter School has been able to budget and accumulate the Capital Reserve monies for future building and future capital renewal reserves. In addition, Vista has preserved the monies from per pupil funding by utilizing grant monies. Fiscal responsibility has been a core value for the Board and School as part of the vision for permanent embedding and expansion of service to the students in the community.

The Vista Charter School Board has discussed and will continue to commit monies each year to fund the maintenance and upkeep of the new school facility. In the past, the Charter school has maintained the budgeted minimum required savings per pupil in the line item for Capital Reserve. Each year the amounts have been saved in a Colotrast account and within the past two years with the most secure funds.

Satisfying deficiencies - The planned project is a new facility. There is no "old" facility that requires satisfying deficiencies. Note the following maintenance plan for the upkeep of the building, to be completed the first week in June, at the end of the school year.

Annual maintenance inspection program will include the following:

- i. Roof, roof drainage and gutters
- ii. Eaves
- iii. Exterior wall and façade
- iv. Doors and Windows (exterior and interior)
- v. Restroom, plumbing fixtures
- vi. Electrical systems and fixture
- vii. Heating, cooling and ventilation systems
- viii. Hot water heater
- ix. Interior, floor, walls and finishes
- x. Landscape drainage, tree, shrubs, grass and weed control
- xi. Landscape fences
- xii. Paving, sidewalk and parking lot
- xiii. Urgent Maintenance

In cooperation with the Montrose County School District maintenance staff and Vista Charter School maintenance staff, the charter school will perform an annual building inspection as part of the annual review of the school. There will be no added costs for the maintenance review. Typical school maintenance and repair budgets are estimated at approximately 2%-3% of the total project cost. However, the Vista Charter School budget currently cannot accommodate this level of maintenance cost. In the past six years, Vista Charter School has budgeted and saved about \$40,000 to \$50,000 dollars in the Capital Construction Reserve fund. The maintenance plan for the new facility would include the budgeted Capital Reserves to be set-aside for future maintenance.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$40,000

CDE Comments:

THE APPLICANT HAS MET THE THREE MONTH NOTIFICATION AND HAS BEEN CHARTERED FOR MORE THAN FIVE YEARS AS REQUIRED IN STATUTE. THIS PROJECT WILL NEED TO COMPLY WITH THE HPCP. THEY HAVE PROVIDED A CO-CHPS CHECKLIST AND HAVE DEMONSTRATED THEY CAN MEET A CHPS VERIFIED LEADER CERTIFICATION ON THEIR PROJECT. MONTROSE SCHOOL DISTRICT SUPPORTS THIS PROJECT BUT WILL NOT PROVIDE THE SCHOOL WITH ANY FINANCIAL SUPPORT. VISTA MOVED INTO THE FACILITY IN 2005. IT IS A PRE-ENGINEERED METAL BUILDING WITH A 22-30 YEAR USEFUL LIFE. THE FACILITY IS CURRENTLY IN ITS 27TH AND WAS NOT SUITABLE FOR A SCHOOL AT THE TIME VISTA MOVED IN. THEY ARE CURRENTLY LEASING THE FACILITIES AND AS SUCH, BEST WILL NOT PUT FUNDING INTO THE LEASED FACILITY FOR ANY RENOVATION OR TENANT IMPROVEMENT REQUESTS.

Funded FTE Count:	168	Bonded Debt Approved:	
Assessed Valuation:		Year Bonded Election Approved:	N/A
PPAV:		Bonded Debt Failed:	
Bonded Debt:		Year Bond Election Failed:	N/A
Total Bonding Capacity:		2009 Bond Election Results:	N/A
% of Bonding Capacity Used:		Median Household Income:**	
Bond Capital Remaining:		Free or Reduced Lunch %:	64.29%
Existing Bond Mill Levy:		State Financial Watch:	No
Who Owns the Facility:	3rd Party	Charter School Fund Balance:	\$1,985,823
If it's a 3rd Party Explain:	Vista leases 12,800 square foot light industrial warehouse space, annually from a business owner	Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			The annual lease will terminate and the building will be returned in original condition to the owner.

Current Grant Request:	\$4,595,063.00
Current Project Match:	\$1,531,688.00
Current Total Project Cost:	\$6,126,750.00
Previous Grant Awards:	\$0.00
Previous Matches:	\$0.00
Future Grant Requests:	\$0.00
Future Matches:	\$0.00
Total for all Phases:	\$583,500.00
Cost Per Sq Ft:	\$346.00
Cost Per Pupil:	\$26,239.00

Affected Sq Ft:	12,800
Master Plan Complete:	Yes
CDE Minimum Match Percent:	15
Actual Match Provided:	25
Was a Waiver Letter Required:	N/A
FCI:	98.61%
CFI:	207.00%
Inflation:	7
Davis- Bacon Wage Requirement:	\$138,150

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Lake George Charter School – Lake George Charter Elementary School Campus

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	15,186
Replacement Value:	\$4,634,401
Condition Budget:	\$3,838,220
Total FCI:	82.82%
Energy Budget:	\$5,315
Suitability Budget:	\$1,041,700
Total RSLI:	4%
Total CFI:	105%
Condition Score: (60%)	0.86
Energy Score: (0%)	1.35
Suitability Score: (40%)	3.56
School Score:	1.94



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: LAKE GEORGE CHARTER SCHOOL

Project Rank: 0.97

County: PARK

Applicant Priority #: 1

Project Title: New PK-6 School

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Lake George Elementary School was originally built in 1952 and served about 30 students. In 1971 the school was expanded. For a number of years students from Guffey were bused to Lake George to attend school. In 1979 a bond issue was passed adding 3 more classrooms to the school and a gymnasium/multipurpose room. Prior to that, lunch was held in the hallway.

In the early 1980's two modular buildings were placed on the Lake George campus to help house the growing number of students. In 1990 preschool was added to the list of grades. In 1996, after the passage of a bond issue, the last addition was put on the existing building. This included four classrooms, another set of bathrooms, and administrative offices. With this addition each class could now have its' own room.

The school became a Charter School in the spring of 1996 as did Guffey Elementary School. The two schools became independent of each other in 1998 to better serve their individual communities.

The major economy of the area is based on recreation, real estate, and tourism. The adjoining area of Teller County, just 2.5 miles east of the school, had had significant population growth. The median income for the Re-2 district is \$8,000 to \$10,000 below the state average. Since 2005 – 2006, the economy dropped off significantly, especially in the residential construction area; in 2008, the number of residential building permits dropped by 50% and continued at a very low level in 2009. The major employers in the Lake George area are the school and Park County. Most of our parents travel to Woodland Park, Cripple Creek and Colorado Springs for work. The student population has been steady from 2000 to 2006 but there has been an increase in the number of students the past two years.

Our campus is composed of a hodgepodge collection of two aging modular buildings, six storage sheds, an isolated pump house, and a central structure which has had two additions since the original facility was built in the 1950's. This has resulted in a disjointed campus with several inadequacies in the areas of health and safety. The overall condition and design of the existing facility is poor and presents recurring issues in the areas of security, transportation, and emergency management. Most infrastructure components are well past their expected life and their frequent malfunction has had a significant impact on the educational program at Lake George.

The academic needs of our students are frequently affected by our limited access to appropriate functional space and equipment. Utilizing technology as both an instructional tool and as a curricular component is extremely difficult. Deficiencies exist in the areas of access to equipment, online capabilities, and venues for instructional presentations to groups. Instructional space for lab-based classes such as science and art is limited by inefficient access to sinks, non-corrosive counters, ventilation, and storage.

The scattered nature of past construction projects has resulted in inefficient energy systems which drain our financial resources. Heating and ventilation systems are particularly antiquated. Poor design and construction of the septic system has resulted in excessive and costly maintenance. Its malfunction has caused classes to be cancelled on several occasions.

Finally, our immediate proximity to a major highway is extremely problematic. Vehicles on US Highway 24 frequently exceed the posted 45 mph speed limit as they travel less than 20 feet from both our building and our playground with only a chain link fence serving as a barrier. A vehicle careening off this highway could potentially land on top of the school.

The CDE Facility Assessment conducted in 2009 determined that the extreme deficiencies in the site and structures of the Lake George Charter School did not warrant a project to repair the inadequacies, but rather their replacement with a new school.

Issue: School Replacement

Deficiencies Associated with this Issue:

1. Health and Safety Issues

- Traffic Flow - The parking lot and driveway are unpaved and subject to potholes. With close supervision, only one car at a time can drive directly to the front door to 'drop off' a child. Otherwise, students must walk across driving lanes when coming or leaving school to meet their parents. Since we do not have bus service, every child in our school is privately transported, which creates a lot of traffic issues. Several accidents have occurred when parents pull out of a parking spot, only to back into other cars driving behind them.
- A county road giving access to the local library on the school property runs directly alongside the building.
- Inadequate roof drainage results in ice accumulation at critical points for pedestrian traffic.
- There are no security barriers at entrances.
- Each classroom has one or more outside exits. In addition to this, there are several common building access doors – a total of 22 points of entry.
- Several classrooms do not have a space to limit visibility in the event of a lockdown with an intruder.

- g. Fire Suppression System – There is no sprinkler system in any part of the building.
- h. The fire alarm system does not meet code because it does not call any fire station.
- i. Not all classroom doors are fire rated.
- j. An antiquated heating system frequently necessitates opening windows for ventilation.
- k. Tempered glass exists in only part of the building.
- l. Several classroom window latches are broken and compromise security.
- m. The sanitation/sewer system is deteriorating and deficient. It has failed several times resulting in the cancellation of classes.
- n. Outside lighting is inadequate and poses security and safety risks during evening events.
- o. The metal roofing has significant areas of rust. Water leaks through this roof at several areas in the building. Sometimes water actually pools inside the lighting fixtures in the ceiling. Maintenance for the HVAC systems attached to the roof is problematic as a result of the excessive rust and decay on the roof.
- p. The school building is located 20 feet from US Highway 24 at some points. The border of the playground actually is the highway right-of-way. Although the posted speed limit directly beside the school is 45 mph, traffic frequently exceeds 60 mph. Since the building sits below the level of the highway, any vehicle which would leave the highway could potentially land on top of the school.
- q. The fence bordering the playground and the highway has a gate which stays open.
- r. The 'sick room' is a very small area in the office without either a sink or a bathroom.
- s. The propane tank is about 70 years old and located in a high traffic area.
- t. There is no intercom system in the building.
- u. There is no central alarm system which covers all the buildings on the campus.
- v. Students moving from the main building to the modular building outside compromises security.
- w. The slab is heaving and cracking which creates an uneven walking surface.
- x. Classroom cabinetry shows signs of deterioration. Its 20 year service life expired 10 years ago.
- y. Playground surfacing is composed of rock and results in numerous injuries.
- z. The well site is not secured to limit access.
- aa. Extension cords and multiple outlet receptacles are utilized to make up for a lack of electrical outlets.
- bb. Kindergarten and Preschool restrooms are located in the hallway outside of the classroom. This results in supervision and security issues.
- cc. All restroom fixtures leak. Toilets frequently malfunction.

2. Technology

- a. Installation of workstations in the classroom is difficult given facility configurations
- b. The cafeteria, the only area suitable for large meetings and events, is not set up for presentations and recording events using any technological resources.
- c. There is no classroom satellite access to broadcast programs for educational opportunities
- d. There are an inadequate number of network drops in each classroom and no room for technology expansion with network.
- e. Classroom desktop computers are inadequate.
- f. Computer lab does not accommodate entire classes.
- g. Classrooms lack the infrastructure to support interactive whiteboards, wireless Internet.

3. Maintenance and Operating Costs

- a. Lack of proper insulation results in high operating costs.
- b. All plumbing components leak.
- c. Snow removal is problematic because of unpaved and uneven parking and driveway surfaces.
- d. Most exterior doors do not have vestibule areas.
- e. Leaking roof system requires continual patching and replacement of damaged ceiling tiles.
- f. Modular buildings utilize electric heating systems which are cost prohibitive.
- g. Heat exchange is difficult to regulate. Some classrooms leave windows open to reduce heat while other classrooms remain very cold in the winter.
- h. Toilets frequently back up.
- i. Septic system requires excessive and costly maintenance. System must be cleaned out two times per year at a cost of \$915 each time.
- j. Kitchen grease trap must be cleaned out at least two times per year at a cost of \$465 each time.
- k. Classroom storage units have been patched and repaired numerous times.

4. Conditions that Detract from the Learning Environment

- a. Art room sink is not viable for student use.
- b. Minimal storage area in the art room.
- c. Space limitations in the art room restrict viable curriculum activities.
- d. Kiln for art room is located in another building.
- e. Music room has no storage for instruments.
- f. Music room's acoustic qualities are very poor.
- g. Performance area for music programs has very poor acoustic qualities.
- h. There is no area suitable for lab-based science projects needing fire, sinks, and non-corrosive counters.
- i. Storage for science supplies is in a modular building outside of the main school.
- j. Outdoor playing fields have uneven surfaces, rock, and no grass. Student injuries during outdoor activities are common.
- k. There is inadequate storage for athletic equipment.
- l. There are no individual practice rooms for music lessons.
- m. Preschool restrooms located outside of the classroom require interruption of all classroom activities for all students because of legal supervision requirements.
- n. There is no food storage or preparation area in the preschool room.
- o. The preschool playground is not located in close proximity to the classroom.
- p. The preschool playground is small and limits viable activities.
- q. Storage for preschool materials is minimal and very inconvenient.

- r. Temporary walls between classroom do not provide adequate sound barrier.
- s. Special education classroom is not located in a reasonable vicinity to regular classrooms.

5. Overall Condition of Existing Facility

- a. There is no landscaping other than grass.
- b. Exterior concrete wall is deteriorating.
- c. Every classroom and office space has water-stained ceilings.
- d. Carpets are stained.
- e. Plumbing fixtures
- f. The 30-year service life of most major systems has expired including lighting, plumbing fixtures, HVAC units, domestic water distribution, fire protection systems, communications, security,
- g. Playground equipment is spaced too closely together per code.
- h. The roof is in poor condition. Covering has rusted completely through in several areas. Water pools on the roof instead of draining.
- i. Kitchen area has inadequate work and space for movement.
- j. Food storage area is in a direct student-access area.
- k. Linoleum in restrooms is deteriorating.

6. ADA Compliance

- a. Modular units are not ADA accessible.
- b. Playground has no accessibility.
- c. There is no safe area for de-escalating behavior of severe-needs students.

Proposed Solution to Address the Deficiencies Listed Above:

Options considered included a) renovation of the existing facility, b) replacing the existing facility at the current site, and c) replacing the facility at a new site.

Renovation of the existing facility was considered to be a poor choice financially. As identified in the recent state assessment, the repairs needed would easily exceed 70% of the cost to actually replace the building. Replacing the building in its current location was also not considered as a viable option since the current site is extremely limited in terms of space available for construction. The proximity to Highway 24, a critical factor affecting health and safety issues, could not be addressed given the relatively small amount of acreage of the current site. Relocation to a parcel of land which could allow construction further away from this major roadway was considered to be the most viable option.

Considerations in the selection of potential property for the construction of a new facility included: a) the availability of land in the Lake George area, b) appropriate parcel size, c) visibility, d) an allowance for setback of the facility, e) environmental impact, and f) potential utilization of solar and wind energy sources. A site has been identified which meets these specifications approximately one mile from our existing facility. The new site will allow a setback from the roadway of at least 200 yards, yet still provide the needed visibility and viability for the school's sustainability. The availability of land near the existing facility was also considered critical in the selection of a building site. Lake George Charter School draws students from not only the southeast section of Park County Re-2 School District, but also students who live relatively far from their home schools in Woodland Park and Divide. In fact, during the 2009-2010 school year, nearly 68% of our student population were from these other districts. Although we do not actively recruit these students, the sense of community for them is with the Lake George area. The environmental impact of this site will be minimal to other businesses and residences in the area. The site itself, however, contains a relatively level area appropriate for a building which can take advantage of natural resources which will support energy efficiency. An additional benefit of this location is the protection offered from the wind – a factor which has had a great impact on students being able to get outside and enjoy recess at our existing location.

The new facility will provide a safe learning environment and be an energy efficient lower maintenance building with state of the art technology. Public use of portions of the facility will provide a valuable resource for the communities in the Lake George area. The new design will address and positively impact public access from Highway 24, exterior traffic patterns and parking, security issues, communication systems, fire safety, and visual control. A much more efficient use of space in classrooms, hallways, storage areas, maintenance areas, and common use areas will support a more effective delivery of the educational program. The preschool program will have a separate, secure entrance from its own traffic lane to address the requirement of parents to physically walk their children into the classroom and sign them in. This classroom will have restrooms in it and will be located next to its own playground. The kindergarten room will also have restrooms in it. In addition to these two classrooms, the new school will have:

1. 21,000 square feet
2. Six classrooms
3. Office and support areas
4. An area for sick students with access to a restroom
5. A combined use art/music room
6. A computer lab with access
7. A library/media storage area
8. A multipurpose gym/cafetorium
9. A kitchen with adequate prep area, storage areas, planning area, and access to delivery area.
10. A meeting space

The facilities will be built to GEO high performance building standards: this will include the latest energy efficient and green building technologies to: a) enable the school to achieve the energy consumption of a high performance building, b) utilize passive solar and/or possibly biomass heating systems, c) utilize qualities of the site to benefit energy usage. High performance technologies will be integrated into the education program through wall panels and other display approaches. The community is supportive of renewable energy systems and will benefit from this showcase. The objective of the design is to achieve LEED Gold certification.

The facility will incorporate state-of-the-art technology through updated infrastructure: high speed internet connectivity, wireless connectivity throughout the building, a distance learning laboratory to support home school students, portable IT carts equipped with laptops/netbooks to provide flexibility for use in the standard classrooms, smart boards and overhead audio visual capability.

Facility space which will be shared with the community for activities which support the needed communication and outreach programs include: the gym/cafetorium area, meeting rooms, computer lab (for distance learning opportunities), and the playground.

How Urgent is this Project:

Many critical facility systems are beyond their expected life including septic, lighting, communications and security, and general electrical distribution. Anticipated replacement in the next two to five years was estimated to be over \$1,000,000 based upon the 2009 CDE Facility Assessment.

What is the Cost Associated with this Project:

\$7,102,936.88

How Does this Project Conform with the Construction Guidelines:

The Lake George and Park County Re-2 Facilities Committees have specified to the architect that the design of the new facility meet these guidelines as much as possible. The architect has been provided a copy of these guidelines and as a part of the contract is expected to design the project around these guidelines. The architect has experience in designing a LEED Gold certified building which is the target for this school facility.

How does the Applicant plan to Maintain this Project if it is Awarded:

Both the Park County Re-2 and Lake George Charter School administration and staffs will assure that the new facility is properly maintained. Specific training will be obtained to establish preventative maintenance procedures and routines necessary to adapt to the changing conditions and technologies the new facility will present. Staff will be able to maintain the new school in a manner that would promote the lowest anticipated life cycle costs.

A proactive maintenance program will be electronically established for easy access by essential personnel at both the building and district level and will include:

-  A historical file with documentation on all major systems, photos, records, etc.
-  A calendar of maintenance activities and inspections for all systems
-  A current listing of resources for repairs and consultations
-  Corrective action programs
-  An energy management program
-  Training programs

Rules, procedures, and regulations will be developed and enforced for the use of facilities by both school and outside groups

Because of the excessive costs associated with the care and maintenance of the existing facility, savings in this area for the new facility will be directed to maximizing the life of the project and establishing financing for its replacement at the end of its useful life. Anticipated expenses for electricity and propane during the 2009-2010 school year is approximately \$32,000. Savings in this area resulting from a more energy efficient facility will be set aside in both the General Fund and the Capital Reserve Fund. The General Fund maintenance repair and supply line item will provide for the day-to-day maintenance of these facilities. An amount to cover this cost will be budgeted annually. General Fund repairs are those of minor consequences and minimal expenditures.

The Capital Reserve process begins every spring (March-April) so that all projects can be identified and assessed, budgets set and projects approved for work to begin in July the same year. Once these items have been identified, prioritized and budgets have been assessed, the Administrator submits these requests for Board of Directors approval.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$25,000

CDE Comments:

THE APPLICANT HAS MET THE THREE MONTH NOTIFICATION AND HAS BEEN CHARTERED FOR MORE THAN FIVE YEARS AS REQUIRED IN STATUTE. THIS PROJECT WILL NEED TO COMPLY WITH THE HPCP. THEY HAVE PROVIDED A LEED CHECKLIST AND HAVE DEMONSTRATED THEY CAN MEET A LEED GOLD CERTIFICATION ON THEIR PROJECT.

PARK COUNTY SCHOOL DISTRICT SUPPORTS THIS PROJECT AND IS PROVIDING THE MATCH BASED ON A SUCCESSFUL BOND ELECTION IN 2009.

THE SCHOOLS REQUIRED MATCH IN THE 2009-10 BEST GRANT CYCLE WAS 13%, WHICH IS WHAT THEY HAD THEIR BALLOT ELECTION FOR. WHEN THE 2010-11 BEST GRANT CYCLE MATCH PERCENTAGES WERE UPDATED THEIR MATCH BECAME 15%, WHICH THEY HAD NOT PLANNED ON.

Funded FTE Count: 73

Assessed Valuation:

PPAV:

Bonded Debt:

Total Bonding Capacity:

Bonded Debt Approved:

Year Bonded Election Approved: N/A

Bonded Debt Failed:

Year Bond Election Failed: N/A

2009 Bond Election Results: N/A

% of Bonding Capacity Used:
Bond Capital Remaining:
Existing Bond Mill Levy:
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Median Household Income:**
Free or Reduced Lunch %: 27.40%
State Financial Watch: No
Charter School Fund Balance: \$71,747
Is the Facility Under a Lease Purchase Agreement: No

The existing facility will, by school district resolution, be offered for sale to the Little Chapel Food Pantry which currently operates in Divide, Colorado. (See attachment) A branch of the county library is located on the district's property and is attached to the school. This library will continue operation at the present site even after the construction of the new school at a different location. In the event that the school ceases to exist as a charter school, it would remain an educational facility for the Park County Re-2 School District and would operate as a traditional elementary school.

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$6,488,532.00
Current Project Match: \$969,550.00
Current Total Project Cost: \$7,458,083.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$7,102,937.00
Cost Per Sq Ft: \$338.00
Cost Per Pupil: \$83,564.00

Affected Sq Ft: 22,343
Master Plan Complete: Yes
CDE Minimum Match Percent: 15
Actual Match Provided: 13
Was a Waiver Letter Required: Yes
FCI: 82.82%
CFI: 105.00%
Inflation: 4
Davis- Bacon Wage Requirement: \$225,000

-Facilities Affected By This Grant Application-

Florence RE-2 – Florence Middle School

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	75,134
Replacement Value:	\$19,321,633
Condition Budget:	\$11,684,124
Total FCI:	60.47%
Energy Budget:	\$0
Suitability Budget:	\$7,861,000
Total RSLI:	8%
Total CFI:	101%
Condition Score:	1.98
Energy Score: (20%)	3.65
Suitability Score: (40%)	3.33
School Score:	2.85



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: FLORENCE RE-2

Project Rank: 0.95

County: FREMONT

Applicant Priority #: 3

Project Title: MS Renovation and Addition

- | | | | |
|--|---|---|--|
| <input checked="" type="checkbox"/> Addition | <input checked="" type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input checked="" type="checkbox"/> Lighting | <input checked="" type="checkbox"/> Roof | <input checked="" type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input checked="" type="checkbox"/> Window Replacement |
| <input checked="" type="checkbox"/> Electrical Upgrade | <input checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input checked="" type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Historic - Built 1919 - Envelope Repairs | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Fremont Middle School consists of one 2-story historic building, neo-classical in style, and one "Annex" building composed of a small historic school building, a gymnasium, and a 1960's connector addition in-between. The main building and the annex building are currently separated by a paved service drive courtyard.

The main historic building contains a basement level which is used for storage, mechanical equipment, and weight training. The main level contains the administrative suite at the main entry, a cafeteria space, the school library, and 7th Grade classrooms. The second floor contains a music and band room, several special ed reading rooms, and the Eighth Grade classrooms.

The annex building contains the gymnasium, locker rooms, a multi-purpose room, and art room. In the connector portion, the sixth grade classrooms are housed on two levels along with several special ed rooms and the school nurse / clinic.

The main systems throughout the campus are antiquated or inadequate. HVAC, plumbing and electrical systems need replacement. There are improvements required to the building envelope at the main building in order to increase the safety and health of the environment within.

Water leakage is apparent at exterior windows and at the roof parapet, causing damage to interior ceilings and the parapet masonry. While the educational spaces are mostly adequate at the main building, the annex building comes up short in serving the sixth grade curriculum. A replacement 6th grade building is needed in the current annex location that allows for better classroom size, accessibility, and healthy indoor air quality. A campus-wide central HVAC system is encouraged to increase energy-efficiency along with the envelope improvements.

Issue: Fire Alarm

Deficiencies Associated with this Issue:

A new addressable intelligent fire alarm system will be installed with an autodialer to provide the capability to signal an alarm at a remote location. This panel will also monitor the Gym Annex Building. An interconnected fire alarm system will increase safety for the entire campus as students in both buildings will be aware of danger.

Proposed Solution to Address the Deficiencies Listed Above:

A new addressable intelligent fire alarm system will be installed with an autodialer to provide the capability to signal an alarm at a remote location. This panel will also monitor the Gym Annex Building. An interconnected fire alarm system will increase safety for the entire campus as students in both buildings will be aware of danger.

How Urgent is this Project:

The system currently fails to meet fire code standards.

What is the Cost Associated with this Project:

\$170,000

Issue: Other

Deficiencies Associated with this Issue:

Numerous cracks are apparent in the masonry of the building envelope. These cracks should be further evaluated by a structural engineer with crack monitoring to determine the causes of these specific locations of observed cracking. Depending on whether the crack is stable, cyclical or expanding, different repair mechanisms will be required. 100 percent repointing is required at all projecting courses, at the column bases and column capitals. Repointing is typically required at approximately 25 percent of the field joints. A greater proportion, up to 50 percent is required on the back side of the parapet walls. 50 percent repointing is also necessary at the brick above the windows on the "back" side. This work is primarily due to the leaking gutters. This condition has also caused spalling of the brick faces in this area, requiring approximately 100 square feet of brick replacement. Joints throughout the parapet cap were observed to be open, allowing for water infiltration into the parapet walls and encouraging further deterioration. This material will continue to deteriorate and the painting, sealing and repairing of the sheet metal should be considered to be a critical deficiency.

Proposed Solution to Address the Deficiencies Listed Above:

The cracks should be monitored and repaired. The exterior masonry should be repointed where required. The sheet metal coping and cap flashing should be painted and sealed or replaced if necessary. All of these measures will prevent the further deterioration of the building exterior, prevent the current water intrusion, and maintain a safe and healthy building envelope.

How Urgent is this Project:

Water penetration is currently causing building damage at the masonry as well as within the building, apparent at the classroom ceilings and the roof parapet. Repairs should be made within the next three years to prevent major damage to the building.

What is the Cost Associated with this Project:

\$375,000

Issue: Addition

Deficiencies Associated with this Issue:

The sixth grade classrooms are extremely small, averaging less than 500 square feet each. A 480 square foot classroom would be acceptable for a group of about 14 students (at 35 sf per student), but the rooms are being used for classes up to 28 students in size. The annex building is severely inadequate for serving the sixth grade. Other functions housed by the annex include art, numerous special education programs, a multi-purpose room, 2 computer labs, the campus clinic, a gymnasium and locker rooms. The middle school does not have a separate auditorium or vocal music classroom. At the annex building, a split-level condition occurs from the accessible exterior entrance at grade. From the Gymnasium lobby (located at grade) a stair lift allows access to the upper annex floor. From the exterior, a small addition contains a stair and lift to access the lower level. The building is not currently accessible between floors without going outside. There is no elevator in the building. The door hardware and door clearances are not ADA compliant. The restrooms in the annex building are not ADA compliant and require complete renovation to meet ADA and modern water conservation standards.

Proposed Solution to Address the Deficiencies Listed Above:

The team recommends demolishing the connector portion of the Annex building (leaving the original 1920's school building and the gymnasium.) A new classroom building would be built in its place serving the sixth grade and the other currently-housed functions. Classrooms would be adequately sized for sixth grade enrollment – between 800 and 850 square feet. A teacher lounge would be included in the scope of the building, allowing the clinic suite to move into a more central location at the main building. An opening in the gymnasium's east wall is recommended for building a stage / vocal music room in the replacement building. This would allow for the removal of the wooden platform from the existing cafeteria and providing a larger venue (with seating in the gym) for school performances and events. The stage would house the vocal music program, which currently does not have a space on campus. An enclosed connecting bridge between the second floors of the main and the new annex buildings is proposed to reduce outdoor security issues and to connect the school buildings accessibly.

How Urgent is this Project:

The existing classrooms serving the sixth grade are undersized and overcrowded. Even with a projected short term decline in enrollment, the rooms fail to meet the minimum size standards of CDE. The building should be replaced immediately.

What is the Cost Associated with this Project:

\$3,360,000

Issue: Energy Savings

Deficiencies Associated with this Issue:

The main building windows were replaced in the 1970s reconstruction. The windows are aluminum framed with single pane glazing and an operable storm panel. The windows feature internal blinds for daylight control. The majority of these blind controls have failed, and shades have been installed on the interior for some daylighting control. The windows throughout are in poor condition with water infiltration being of special concern on the west side due to wind driven rains from the northwest. Over 50 percent of the windows do not operate and their energy efficiency is minimal. No automated energy-saving technology is present in the facility, such as occupancy sensors or photo-sensors.

Proposed Solution to Address the Deficiencies Listed Above:

The windows should be replaced with windows designed to better replicate the original window configurations and to increase watertightness and energy efficiency. Spaces such as classrooms, teacher's lounges, offices and storage areas will be equipped with occupancy sensors. All spaces will be provided with a switch that will override the occupancy sensor to turn lights off. Common areas such as corridors, gymnasium, and cafeteria will be connected to a building wide lighting control system that will sweep off all lighting between 11:00 PM and 5:00 AM. In areas with large amounts of daylight, photo controls will be installed to provide continuous dimming of the luminaires.

How Urgent is this Project:

The window systems are already failing and allowing water intrusion due to louvers in the openings above the ceilings in the main building. The windows should be replaced immediately to prevent further damage and health issues.

What is the Cost Associated with this Project:

\$180,000

Issue: Handicapped Accessibility ADA

Deficiencies Associated with this Issue:

The main entrance is not handicapped-accessible. None of the restrooms in the main building are fully ADA compliant and require complete renovation to meet ADA and modern water conservation standards. Interior door hardware is not ADA-compliant. The classroom doors are not ADA compliant because of the hardware.

At the annex building, a split-level condition occurs from the accessible exterior entrance at grade. From the Gymnasium lobby (located at grade) a stair lift allows access to the upper annex floor. From the exterior, a small addition contains a stair and lift to access the lower level.

The building is not currently accessible between floors without going outside. There is no elevator in the building. The door hardware and door clearances are not ADA compliant. The restrooms in the annex building are not ADA compliant and require complete renovation to meet ADA and modern water conservation standards.

Proposed Solution to Address the Deficiencies Listed Above:

RReplace all toilet fixtures, finishes and accessories with ADA compliant versions.

New toilet and urinal partitions will be added in order to receive accessible bars and accessories as well as to correspond to the accessible fixture layouts.

Replace interior door hardware with accessible lever-type controls. Provide a new annex building with an elevator for interior accessibility between floor levels.

How Urgent is this Project:

There are no fully accessible restroom groups or rooms in the building. There is an immediate need for this replacement.

What is the Cost Associated with this Project:

\$175,000 (apart from building addition cost)

Issue: HVAC

Deficiencies Associated with this Issue:

The school is currently served by three forced draft boilers, four pumps and unit ventilators for the classrooms and radiant heating. Many rooms have cabinet unit heaters installed in the ceiling. The boilers are in fair condition. The pumps are in poor condition.

Roughly 15-20 rooms have thru the wall air conditioners.

All heating water supply and return piping is un-insulated.

There are swamp coolers on the roof serving administrative areas. None work.

The cafeteria is served by a cooling only rooftop unit and three heating water fan coil units.

The weight room and old locker rooms have electric unit heaters serving the space.

The warming kitchen make up air unit is evaporative cooling with gas fired heating is not being used. There is a hood provided however the equipment it should serve is not under the hood.

The temperature controls are the original pneumatic controls throughout the building. The TC compressor is leaking air and oil.

The gymnasium has four heating water unit heaters. There are four exhaust fans on the roof for ventilation. The fans allow rain into the gym when the wind blows. The locker rooms and entry added in 1978 have two rooftop units. Only one works.

The classrooms are baseboard radiation and unit ventilators. The lower or garden level has no ventilation air to the spaces.

The art room in the lower level is heated with three electric unit heaters. There is one small thru the wall air conditioner.

The nursing station on the upper level has no heating or exhaust.

The computer lab (old wrestling room) has an inoperable exhaust fan.

Proposed Solution to Address the Deficiencies Listed Above:

The recommendation for the mechanical systems in Fremont Middle School is to replace the entire hot water unit ventilator and swamp cooler system with a geothermal heat pump system and direct digital controls that would tie into a central school district database. The recommendation would remove all the boilers and replace the pumps in the mechanical room. This recommendation would involve installing a well field where the athletic fields are and this would be the heat sink and heat source for the geothermal heat pumps. The primary recommendation for the class rooms are to utilize vertical, floor mounted heat pumps and distribution ductwork. These floor mounted units are easier to maintain (ie. Change filters and/or replace compressors) than units that are installed above the ceiling. A dedicated outdoor air system with distribution ductwork would have to be installed to provide the proper ventilation to the heat pumps. An alternate recommendation for the class rooms is to utilize console heat pumps. These units visually look similar to a unit ventilator however they operate very quietly and there is no requirement for an additional dedicated outside air unit to satisfy the ventilation requirements. The premium installation costs for a geothermal heat pump system are offset by the simplicity of the operation and maintenance of the system.

The recommendation for the kitchen is to install a new gas fired, evaporative cooled make-up air unit and kitchen exhaust fan and interlock the controls together and tie them into the central DDC system for monitoring. If the kitchen is remain a warming kitchen only, then provide a heat pump for the space in lieu of the system described above.

How Urgent is this Project:

The system currently fails to meet CDE facility standards and should be replaced as soon as possible.

What is the Cost Associated with this Project:

\$2,800,000

Issue: Lighting

Deficiencies Associated with this Issue:

The lighting operates at 120V. The existing luminaires in the main school building are older styles that have been recently retrofitted with T8 lamps and electronic ballasts.

Classroom lighting is typically done with pendant mounted luminaires with acrylic sides and cross baffles

The cafeteria is lit with four lamp 1'x4' luminaires that have been retrofitted to use T8 lamps.

Corridor lighting is provided by three lamp fixtures spaced approximately 16' apart.

Building mounted lighting is provided by non – cutoff wall packs

Emergency lighting provided by “frogeye” type fixtures and did not appear to be adequate.

Proposed Solution to Address the Deficiencies Listed Above:

Install new energy efficient luminaires that have been designed for optimal light distribution. Linear fluorescent lamps will either be low wattage T5 or T8 lamps. Lamp selection depends on luminaire type and room configuration. During the design process one lamp will be selected as standard to avoid having to stock many lamp types. Light levels will be calculated to provide sufficient lighting with reduced energy use.

How Urgent is this Project:

The lighting system will continue to function at minimum standards in the near future. Replacement will contribute to a better learning environment and higher energy efficiency. Non-compliant emergency lighting should be replaced immediately.

What is the Cost Associated with this Project:

\$800,000

Issue: Water Systems

Deficiencies Associated with this Issue:

All domestic water piping is un-insulated.
There is no reduced pressure backflow preventer on the water entry to the building.
The cast iron waste piping is failing and is in a constant state of repair.
There are no ADA compliant plumbing fixtures in the public toilets
There is one student/staff ADA compliant toilet in the main building.
The annex building has one partial ADA compliant toilet. It has been retrofitted into the electric equipment room entry.
Water coolers are strapped to the walls and are protruding into the corridors.

Proposed Solution to Address the Deficiencies Listed Above:

Replace and upgrade the existing plumbing fixtures with ADA compliant fixtures.
Replace all cast iron waste with new.
Insulate all domestic water piping.
Provide one or more new ADA compliant toilet groups in the annex building replacement. Upgrade all building water service equipment such as backflow preventers to current standards.

How Urgent is this Project:

The plumbing system is currently failing on a regular basis and should be replaced. The restrooms do not meet ADA standards and should be remodeled within the next 3-5 years.

What is the Cost Associated with this Project:

\$200,000

Issue: Window Replacement

Deficiencies Associated with this Issue:

The main building windows were replaced in the 1970s reconstruction. The windows are aluminum framed with single pane glazing and an operable storm panel. The windows feature internal blinds for daylight control. The majority of these blind controls have failed, and shades have been installed on the interior for some daylighting control. The windows throughout are in poor condition with water infiltration being of special concern on the west side due to wind driven rains from the northwest.

Proposed Solution to Address the Deficiencies Listed Above:

The windows should be replaced with windows designed to better replicate the original window configurations and to increase watertightness and energy efficiency. The replaced windows should be accompanied by separate interior shading devices in order to control daylight and glare better than the current integrated shading system.

How Urgent is this Project:

The window systems are already failing and allowing water intrusion due to louvers in the openings above the ceilings in the main building. The windows should be replaced immediately to prevent further damage and health issues.

What is the Cost Associated with this Project:

\$140,000

Issue: Electrical Upgrade

Deficiencies Associated with this Issue:

A 120/208V, three phase four wire service to the building feeds a very old 1600A distribution switchboard located in a basement electrical room. The switchboard has no main disconnect switch. The maximum number (6) of disconnect switches has been installed for this school. One 200A3P switch has been tapped to the busing of the switchboard. This has violated the switchboard's UL listing. The switchboard feeds the building via 120/208V branch circuit panels that power all the loads in the school. Most of these panels appeared to be relatively old.

Proposed Solution to Address the Deficiencies Listed Above:

Install new switchboard from which to feed new branch circuit panels. The new switchboard will be sized based on historical load data gathered from the public utility, new loads from the Gym Annex, and projections of future use. The new switchboard would be sized to feed new distribution equipment in the Gym Annex Building.

Install new energy efficient luminaires that have been designed for optimal light distribution. Linear fluorescent lamps will either be low wattage T5 or T8 lamps. Lamp selection depends on luminaire type and room configuration. During the design process one lamp will be selected as standard to avoid having to stock many lamp types. Light levels will be calculated to provide sufficient lighting with reduced energy use.

How Urgent is this Project:

The system will likely begin to cause maintenance issues within the next five years.

What is the Cost Associated with this Project:

\$660,000

Issue: Roof

Deficiencies Associated with this Issue:

The roof of the gymnasium is in disrepair and requires replacement. It is allowing water intrusion. Most of the annex building's roofing is inadequate and leaking. The existing roofing materials are rolled asphalt at the gym and single-ply membrane at the annex connector.

Proposed Solution to Address the Deficiencies Listed Above:

The gymnasium roof should be replaced with a new similar roofing system. The annex connector structure should be replaced in its entirety. The new roof of the annex connector will be a membrane-type roof to mitigate heat gain with code-compliant levels of insulation.

How Urgent is this Project:

The system is allowing some water intrusion and is showing signs of wear. The roof should be replaced within the next 3-5 years.

What is the Cost Associated with this Project:

\$177,000

How Does this Project Conform with the Construction Guidelines:

CONSTRUCTION GUIDELINE CONFORMITY

The project is currently out of conformance with multiple Facility Construction Guidelines put forth by CDE. The most critical non-conformities have been analyzed and addressed by the scope of work in the grant proposal as follows:

“3.2. A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building.”

The main building roof is relatively new and adequate. The annex building membrane roof and the gymnasium roof need replacement. The grant request includes replacing the annex building new roof included) and replacing the roof on the gym.

“3.5. A building fire alarm and duress notification system in all school facilities designed in accordance with State and Local fire department requirements.”

The current fire alarm system is non-addressable and thus not compliant with Fire Department requirements. The system needs replacement.

“3.10. Safe and secure electrical service and distribution systems designed and installed to meet all applicable State and Federal codes.”

The existing electrical distribution and lighting is antiquated and needs replacement.

“3.11. A safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55.”

The existing HVAC system is antiquated and not fully effective. Complaints of thermal discomfort are common throughout the school. The entire HVAC should be replaced.

“3.12. Healthy building indoor air quality (IAQ) through the use of the mechanical HVAC systems or operable windows and by reducing outside air and water infiltration with a tight building envelope.”

The HVAC upgrades should be accompanied by a complete replacement of the existing windows in order to tighten up the building envelope. Existing windows let in water on the west side of the main building and do not maximize daylight in the classrooms. They are minimally efficient from a thermal standpoint. Aluminum windows in the annex building would be eliminated with the building replacement.

“3.16. A separate emergency care room or emergency care area shall be provided... Every emergency care room or area shall be provided with at least one cot for each 400 students, or part thereof, and be equipped with a locking cabinet for prescriptions and first aid supplies.”

The existing nurse's clinic is adequate but is remote and poorly supervised as it is located in the annex building. The grant request includes moving the clinic to the main building to more centrally serve the student population.

3.17. A facility that complies with the American Disabilities Act (ADA) providing accessibility to physically disabled persons. “

The two floors of classrooms at the existing annex building are separately accessible; however, one cannot travel between the two floors without going outside and then back into the building. The proposed building replacement would include an elevator to connect all levels of the

building from within. The restrooms are not accessible at this school. Proposed upgrades include the renovation of all restrooms to meet ADA standards.

“4.11.4. Classrooms should accommodate a maximum of up to 25 students and provide thirty two square feet/student with a minimum classroom size of 600 square feet. Ceiling heights in classrooms should not be lower than nine feet.”

Classrooms in the annex building are inadequate for 6th grade classes. Most classrooms in the building are under 600 square feet in size, and often accommodate more than 25 students. A replacement building is needed in order to provide classrooms of sufficient size.

“4.11.10. ...Band classrooms shall be physically separated from other classrooms to prevent sound transmission between areas...”

4.11.11. ...Vocal classrooms shall be physically separated from other classrooms to prevent sound transmission between areas;”
Separate band and vocal classrooms are not available to students. The proposed replacement portion of the annex would combine the needed vocal classroom with a performance platform or stage connected to the gymnasium.

“4.11.14. Performing arts support area to accommodate set design and building including dressing rooms with lockers, sinks, mirrors, and prop storage area;”

The proposed replacement portion of the annex would provide a performance platform or stage connected to the gymnasium. The existing athletic locker rooms could double as dressing rooms for the new stage. A drama storage area could be used for set and costume storage and building.

“5.1.10. Utilize energy efficient and or renewable energy strategies;”

Replacing the building systems and the exterior windows will contribute dramatically to energy efficiency.

“5.1.15. Replacement of old inefficient lighting with new energy efficient fixtures and lamps. Incorporate daylighting, and utilize professionally designed task oriented lighting concepts. Use occupancy sensors and natural light sensors to keep lights off when not needed, including emergency lighting when the building is unoccupied”

The proposed lighting system replacement will incorporate daylight sensors and occupancy sensors either within the room or built in to the fixtures. Coupled with a dimming system, the new lighting will maximize the use of daylighting in the school. In the main building, restoring the original window size and raising the ceilings will restore a high level of daylighting for the classrooms.

“5.1.17. Replacement of old inefficient mechanical systems with new energy efficient systems. Provide controls that monitor the efficiency of the mechanical system and control temperature range of facilities during low/non-use periods and after operating hours.”

The existing HVAC system is antiquated and not fully effective. Complaints of thermal discomfort are common throughout the school. The entire HVAC should be replaced.

“5.1.23. ...Repair exterior building cracks, caulk building joints, and tuck-point masonry walls annually to maintain exterior shell in good condition;”

Restoring and repairing the existing historic masonry at the main building will ensure that the structure is preserved and that the envelope’s integrity is maintained.

How does the Applicant plan to Maintain this Project if it is Awarded:

Fremont Middle School

Over the last three years, approximately 2% of the General Fund Budget has been expended on the maintenance of facilities in the District. Of the \$175,000 spent annually, an average of \$40,000 is spent maintaining Fremont Middle School. Included in this cost is \$3,750 (9%) in preventative maintenance contracts with vendors to service and maintain our systems (boiler, fire alarm). There are other costs associated with preventative maintenance for our air cooling system. These costs would include filters and valves, and the preventative maintenance is provided by our maintenance department.

We are currently servicing and maintaining a 92 year old building that requires a lot of attention due to the age of the systems/facility. We realize that we will see savings from having new, more efficient systems and infrastructure, and plan to use that savings to increase the preventative maintenance aspect. We fundamentally believe that a preventative maintenance program is far more cost effective from a labor, parts, and efficiency perspective. We typically spend approximately \$7,000 / year on preventative maintenance contracts for our newer facilities and systems. We forecast that we would increase our preventative maintenance contract expenditures to approximately the \$7,000 / year that we spend on our newer facilities. However, we believe that the savings seen by the improvements of the projects will surpass that amount, so if that amount needed to be increased in order to maintain the systems, we could easily increase the amount spent on preventative maintenance.

In addition to the General Fund expenditures, we have also spent almost \$300,000 on the Fremont Middle School facilities in the past three years out of our Capital Reserve Fund. We normally transfer approximately \$300,000 to our Capital Reserve Fund each year. This money is used for expenditures to repair, upgrade, and improve our facilities, transportation fleet, etc. When the project is completed, we will continue to transfer the money into the Capital Reserve Fund and 20% (\$60,000) of the money would be set-aside for the continued preventative maintenance and/or repair and replacement of systems and infrastructure for Fremont Middle School.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$60000

CDE Comments:

Funded FTE Count:	1,600	Bonded Debt Approved:	\$22,000,000
Assessed Valuation:	\$164,796,220.00	Year Bonded Election Approved:	2003
PPAV:	\$103,029.83	Bonded Debt Failed:	

Bonded Debt: \$20,115,000.00
Total Bonding Capacity: \$32,959,244.00
% of Bonding Capacity Used: 61.03%
Bond Capital Remaining: \$12,844,244.00
Existing Bond Mill Levy: 11.65
Who Owns the Facility: District

If it's a 3rd Party Explain:

If it's a Charter School, Where will the Facility Revert To:

Year Bond Election Failed:
2009 Bond Election Results: N/A
Median Household Income:** \$16,953.00
Free or Reduced Lunch %: 45.25%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$12,670,029.00
Current Project Match: \$527,917.00
Current Total Project Cost: \$13,197,947.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$11,998,134.00
Cost Per Sq Ft: \$141.00
Cost Per Pupil: \$27,903.00

Affected Sq Ft: 75,134
Master Plan Complete: Yes
CDE Minimum Match Percent: 36
Actual Match Provided: 4
Was a Waiver Letter Required: Yes
FCI: 60.47%
CFI: 101.00%
Inflation: 6
Davis- Bacon Wage Requirement: \$217,861

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Florence Re-2 – Fremont Elementary School

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	72,264
Replacement Value:	\$15,469,835
Condition Budget:	\$10,841,363
Total FCI:	70.08%
Energy Budget:	\$0
Suitability Budget:	\$3,064,200
Total RSLI:	2%
Total CFI:	89.9%
Condition Score:	1.50
Energy Score: (20%)	3.45
Suitability Score: (40%)	4.04
School Score:	2.90



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: FLORENCE RE-2

Project Rank: 0.89

County: FREMONT

Applicant Priority #: 1

Project Title: ES Renovations and Addition

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The building was constructed in 1963 and until 2006 was used as a K-8 grade school. It is now a K-5 school as the middle grades have been relocated to the former high school. Due to the school's former function as a K-8 facility, there is room to accommodate growth in the student population for at least the next 5 years if not more. The enrollment is currently stable. Presuming that the new high school remains occupied, Fremont Elementary will have an extended useful life because of a lack of overcrowding. Upgrades at the school will be a sound investment due to the building's existing capacity and future potential. The major systems in the building are either antiquated or inadequate. Plumbing, HVAC and electrical systems each require some degree of repair if not complete replacement. Asbestos remediation should occur in order for this extensive work to take place. Numerous energy-efficiency and security measures should be considered to bolster the long-term adequacy of the school building.

Issue: Electrical Upgrade

Deficiencies Associated with this Issue:

A 277/480V, three phase four wire service to the building feeds a very old 600A distribution switchboard located outside the back of the school building in a separate Electrical / Mechanical building. This switchboard feeds the main school building via 277/480V sub-distribution panels that power lighting and larger pieces of mechanical equipment. 120/208V loads are powered via panels fed from stepdown transformers. Some of these panels appeared to be relatively new. The two modular buildings on site each have a 70A single phase service. It could not be determined where these building are fed from. Emergency lighting did not appear to be adequate.

Proposed Solution to Address the Deficiencies Listed Above:

Install new switchboard from which to feed new branch circuit panels. The new switchboard will be sized based on historical load data gathered from the public utility, new loads from the new kitchen addition, and projections of future use. Depending on the extent of the demolition work some of the newer existing panels may be reused.

How Urgent is this Project:

The system will likely begin to fail within the next 5 to 10 years.

What is the Cost Associated with this Project:

\$556,754

Issue: Addition

Deficiencies Associated with this Issue:

The students at Fremont Elementary are currently obligated to cross West 5th Street in order to eat meals. The cafeteria is located in the Administrative building across the street, south of the school campus. In order to maintain some level of safety, the road is closed to vehicular traffic daily from 7am until 4pm. This has been proven to be not only a detriment to the students but also a hindrance to the adjacent police department and a fire hazard, as the closure restricts the access of Florence's firefighting vehicles.

Proposed Solution to Address the Deficiencies Listed Above:

A new cafeteria addition is recommended on the north side of the building. The addition would require the demolition of the existing boiler and mechanical equipment building now separate from the school. It would incorporate a new mechanical room and electrical room to accommodate the building systems upgraded throughout the school. A new kitchen space with full-service kitchen equipment, storage, and serving area would be part of the addition. New cafeteria seating and space to store it would be planned. The addition is anticipated to require about 6,000 square feet.

How Urgent is this Project:

The situation is currently not acceptable by CDE standards and should be corrected in a timely manner.

What is the Cost Associated with this Project:

\$1,200,000

Issue: Security

Deficiencies Associated with this Issue:

Supervision of the main entry is now handled with multiple security cameras, monitoring the front entry lobby as well as numerous exterior locations around the building. There is no direct visual connection between the front desk and the front doors or lobby. There is no entry vestibule at the front doors currently, and no remote system for controlled entry. Every classroom has an exterior door with functional exterior hardware, making the students highly accessible without screening and causing security concern.

Proposed Solution to Address the Deficiencies Listed Above:

The addition of an interior window is recommended between the administrative area and the main lobby. The window would provide a direct visual connection between the staff and school visitors, rather than relying on video surveillance and directional signage at the lobby. The window replacement task should also include the addition of a main-entry vestibule for both energy-efficiency and security purposes. At the classroom exterior doors, panic hardware should be installed on the interior side for exiting purposes, and no hardware would be present on the exterior side for security purposes.

How Urgent is this Project:

Traffic can currently flow into the school without passing the direct view of administration. The main entry doors are not typically secured, so security concerns are immediate.

What is the Cost Associated with this Project:

\$60,000

Issue: Lighting

Deficiencies Associated with this Issue:

The lighting operates at 277V. The existing luminaires in the main school building are older styles that have been recently retrofitted with T8 lamps and electronic ballasts.

Classroom lighting is typically done with pendant mounted luminaires with acrylic sides and cross baffles

The gym lighting is by 400W metal halide fixtures with wire guards.

Corridor lighting is provided by three lamp fixtures spaced approximately 16' apart.

Building mounted lighting is provided by non – cutoff wall packs.

The stage lighting is controlled by a very old theatrical dimming system rated at 225A at 120/208V three phase.

Proposed Solution to Address the Deficiencies Listed Above:

Install new energy efficient luminaires that have been designed for optimal light distribution. Linear fluorescent lamps will either be low wattage T5 or T8 lamps. Lamp selection depends on luminaire type and room configuration. During the design process one lamp will be selected as standard to avoid having to stock many lamp types. Light levels will be calculated to provide sufficient lighting with reduced energy use.

Classroom luminaires will be direct / indirect, pendant hung, low profile fixtures.

Install code compliant emergency lighting using fixture mounted battery packs.

Replace gym lighting with energy efficient T8 fluorescent high bay luminaires.

Upgrade exterior lighting by installing new building mounted, full cut-off luminaires using a standard lamp to improve security after dark.

Exterior lighting will be photocell-on and time clock-off.

Provide new UL listed theatrical dimming system.

Spaces such as classrooms, teacher's lounges, offices and storage areas will be equipped with occupancy sensors. All spaces will be provided with a switch that will override the occupancy sensor to turn lights off.

Common areas such as corridors, gymnasium, and cafeteria will be connected to a building wide lighting control system that will sweep off all lighting between 11:00 PM and 5:00 AM. Override controls will be provided in several locations to provide an additional two hours of lighting each time they are energized.

In areas with large amounts of daylight, photo controls will be installed to provide continuous dimming of the luminaires.

How Urgent is this Project:

The system has been retrofit with energy-efficient lamps and there is not a immediate danger of failure.

What is the Cost Associated with this Project:

\$680,500

Issue: HVAC

Deficiencies Associated with this Issue:

The school is currently served by two converted steam to heating water forced draft boilers, two pumps in a separate boiler house and combination unit ventilators or radiant heating and cabinet unit heaters with central evaporative cooling located on the roof above the corridor. The boilers are in poor condition and the pumps are fair to poor condition.

All heating water supply and return piping is un-insulated.

The gymnasium has four heating water air handlers with OSA dampers for ventilation. They look to be in fair condition.

The cafeteria is served by three gas furnaces ducted below the floor and a large exhaust fan and intake louver for summer ventilation.

The kitchen make up air unit is evaporative cooling with gas fired heating. The system appears to be operational. There is no hood provided above the griddle and oven equipment.

The temperature controls are the original pneumatic controls throughout the building.

The temporary classroom buildings have thru the wall air conditioners.

The administration area has an aging rooftop unit for localized cooling.
The server room has no air conditioning.

Proposed Solution to Address the Deficiencies Listed Above:

The recommendation for the mechanical systems in Fremont Elementary School is to replace the entire hot water unit ventilator and swamp cooler system with a geothermal heat pump system and direct digital controls that would tie into a central school district database. The recommendation would remove all the boilers and replace the pumps in the mechanical room. This recommendation would involve installing a well field where the athletic fields are and this would be the heat sink and heat source for the geothermal heat pumps. The primary recommendation for the class rooms are to utilize vertical, floor mounted heat pumps and distribution ductwork. These floor mounted units are easier to maintain (ie. Change filters and/or replace compressors) than units that are installed above the ceiling. A dedicated outdoor air system with distribution ductwork would have to be installed to provide the proper ventilation to the heat pumps. An alternate recommendation for the class rooms is to utilize console heat pumps. These units visually look similar to a unit ventilator however they operate very quietly and there is no requirement for an additional dedicated outside air unit to satisfy the ventilation requirements. The premium installation costs for a geothermal heat pump system are offset by the simplicity of the operation and maintenance of the system. The recommendation for the kitchen is to install a new gas fired, evaporative cooled make-up air unit and kitchen exhaust fan and interlock the controls together and tie them into the central DDC system for monitoring.

How Urgent is this Project:

The system will likely begin to fail within the next 5 to 10 years.

What is the Cost Associated with this Project:

\$2,300,000

Issue: Handicapped Accessibility ADA

Deficiencies Associated with this Issue:

Interior door hardware is not ADA-compliant. The exterior doors in each classroom are not ADA compliant because of the hardware, although proper door clearances and interior / exterior grades are present. There is no ramp or lift access to the stage space. The current route to the cafeteria across the street is not fully accessible due to inadequate sidewalk ramps and door accessibility to the cafeteria.No public restrooms are fully ADA compliant.

Proposed Solution to Address the Deficiencies Listed Above:

Upgrade all restrooms to ADA compliance. Replace exterior doors and hardware with accessible hardware and panic devices as required. Replace interior door hardware with accessible hardware. Build cafeteria addition to eliminate need for inaccessible street crossing.

How Urgent is this Project:

The system is currently in a state of failure by not meeting ADA accessibility standards.

What is the Cost Associated with this Project:

\$120,000

Issue: Energy Savings

Deficiencies Associated with this Issue:

The amount of non-insulated glazing on the exterior is a large contributing factor to the poor climate performance and thermal comfort of the facility. There is presumably very little insulation at the roof deck level despite there being a relatively new roof installed. A lack of vestibule at the main entry contributes to poor energy efficiency. Plumbing pipes are typically uninsulated and plumbing fixtures are out-of-date, consuming more water than typically necessary. Antiquated mechanical equipment results in a lack of systems efficiency as well.

Proposed Solution to Address the Deficiencies Listed Above:

Window replacement and a new vestibule will reduce air leakage at the envelope. The roofing should be replaced in order to add insulation to meet energy code requirements. Plumbing and plumbing fixture upgrades, including insulation, will increase energy performance and water conservation. Replacing the mechanical system with a geoexchange system will result in dramatic energy savings.

How Urgent is this Project:

The thermal discomfort and poor energy efficiency will continue to deteriorate until the items are corrected. Also, any HVAC system upgrades will be

What is the Cost Associated with this Project:

\$475,000

Issue: Fire Alarm

Deficiencies Associated with this Issue:

The existing fire alarm system is a non-addressable zone type Simplex 4002. Communication of an alarm to a remote location is not currently possible.The building is not fire-sprinkled. Due to the floor area of the school, a fire-sprinkler system is required under IBC Section 903. The exterior exit doors at each classroom would qualify as an exception to this rule (IBC Section 903.2.2.), although the current hardware is not acceptable for exiting purposes. The exiting capacity of the building based on occupancy is more than adequate. The existing corridor walls meet the requirements for 1-hour rated corridors.

Proposed Solution to Address the Deficiencies Listed Above:

A new addressable intelligent fire alarm system will be installed with an autodialer to provide the capability to signal an alarm at a remote location. The existing exterior doors will be replaced with new doors and hardware. At the classroom exterior doors, panic hardware should be installed on the interior side for exiting purposes, and no hardware should be present on the exterior side for security purposes. The door replacement would provide a fully-accessible exit from all classrooms and avoid the need for installing a sprinkler system throughout the school.

How Urgent is this Project:

The system is currently in a state of failure due to not meeting code and not being able to notify a remote location in emergency.

What is the Cost Associated with this Project:

\$127,500

Issue: Site Work

Deficiencies Associated with this Issue:

Both visitor parking and staff parking are deficient currently, largely due to the congestion caused by closing West 5th Street for the cafeteria crossing. (The street is closed from 7am until 4pm daily) Drop-off, visitor parking, and staff parking all circulate through this area, causing congestion and safety concerns. Additional staff parking behind the school is limited, unpaved, and difficult to access currently

Proposed Solution to Address the Deficiencies Listed Above:

Building the cafeteria addition would eliminate the need to close 5th street and reduce traffic congestion. Also, repaving and expansion of the north staff parking area would be part of the addition project, in order to alleviate some of the parking concerns at the school's main entry.

How Urgent is this Project:

This system currently fails to meet CDE guidelines because of the immediate and ongoing requirement for elementary students to cross the street for meals.

What is the Cost Associated with this Project:

\$100,000

Issue: Water Systems

Deficiencies Associated with this Issue:

The domestic water loops are in the crawl space and are un-insulated. They route next to the un-insulated heating water piping which causes the domestic cold water to be warm constantly.
There is no reduced pressure backflow preventer on the water entry to the building.
The cast iron waste piping is failing and is in a constant state of disrepair.
There are no public ADA compliant plumbing fixtures in the building.

Proposed Solution to Address the Deficiencies Listed Above:

Replace and upgrade the existing plumbing fixtures with ADA compliant fixtures.
Replace all cast iron waste with new. In addition to installing high-efficiency, accessible fixtures in the restrooms, new finishes and toilet room accessories will also be replaced and / or added throughout the facility.
Insulate all domestic water piping.

How Urgent is this Project:

Some portions of the wastewater system are in need of repair currently.

What is the Cost Associated with this Project:

\$197,700

Issue: Window Replacement

Deficiencies Associated with this Issue:

The building envelope at the school is largely comprised of the original, single-pane, aluminum frame windows and storefront. The amount of non-insulated glazing on the exterior is a large contributing factor to the poor climate performance and thermal comfort of the facility.

Proposed Solution to Address the Deficiencies Listed Above:

Work on the building envelope would involve the complete replacement of the exterior windows systems, both at the classrooms and the storefront entrances. The team recommends replacing the windows with energy-efficient, dual pane windows with thermal breaks and appropriate low-e glazing for each elevation. The window replacement should also include the addition of a main-entry vestibule for both energy-efficiency and security purposes. Replacement windows should be operable and match the appearance of the original windows.

How Urgent is this Project:

The window replacement will be absolutely necessary in order to maximize the value of replacing the building HVAC systems.

What is the Cost Associated with this Project:

\$225,000

Issue: Asbestos Abatement

Deficiencies Associated with this Issue:

Asbestos is present in the acoustical ceiling coating and in the floor tile under the classroom carpet. Normal cracking and movement in the ceiling structure has caused dust from the ceiling coating to become dislodged upon occasion. This presents an immediate hazard to the students and staff of the school which should be removed.

Proposed Solution to Address the Deficiencies Listed Above:

The disturbance of the ceilings in almost all areas of the building by this upgrade will necessitate the complete removal of asbestos-containing materials (applied acoustical ceiling). Due to the expense of mobilizing the asbestos abatement contractor for the project, the master planning team recommends also removing the asbestos floor tile that is present on the floors of most of the classroom areas at the same time. Current classroom flooring finishes will be replaced once the abatement is complete. The ceiling systems throughout the corridors will also be replaced once the new building service systems are installed.

How Urgent is this Project:

The asbestos ceiling material and floor tile is currently somewhat controlled although work to replace the building systems will disturb the material enough to make the asbestos removal necessary when the work begins.

What is the Cost Associated with this Project:

\$1,673,830

How Does this Project Conform with the Construction Guidelines:

CONSTRUCTION GUIDELINE CONFORMITY

The project is currently out of conformance with multiple Facility Construction Guidelines put forth by CDE. The most critical non-conformities have been analyzed and addressed by the scope of work in the grant proposal as follows:

“3.3 Doors shall open in the direction of the path of egress, have panic hardware when required...”

Since it is proposed that the building remain unsprinkled, the exterior classroom egress doors and hardware need to be replaced to comply.

“3.5. A building fire alarm and duress notification system in all school facilities designed in accordance with State and Local fire department requirements.”

The current fire alarm system is non-addressable and thus not compliant with Fire Department requirements. The system needs replacement.

“3.6. Facilities with safely managed hazardous materials such as asbestos ... shall comply with all AHERA criteria and develop, maintain and update an asbestos management plan kept on record at the school district.”

Work on the main building systems will compromise the current asbestos encapsulation, so asbestos should be remediated prior to the remainder of the work.

“3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or via a video camera system. All other exterior entrances shall be locked and have controlled access.”

The existing visitor traffic does not flow past the admin area. A new interior window for direct visual supervision of the lobby is recommended for directing visitor traffic. Exterior classroom doors should be replaced with no operable hardware on the exterior for security.

“3.10. Safe and secure electrical service and distribution systems designed and installed to meet all applicable State and Federal codes. “

The existing electrical distribution and lighting is antiquated and needs replacement.

“3.11. A safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55.”

The existing HVAC system is antiquated and not fully effective. Complaints of thermal discomfort are common throughout the school. The cooling system requires opening windows for draw into the classrooms and is inefficient. The entire HVAC should be replaced.

“3.12. Healthy building indoor air quality (IAQ) through the use of the mechanical HVAC ... and by reducing outside air and water infiltration with a tight building envelope.”

The HVAC upgrades should be accompanied by a complete replacement of the original aluminum windows in order to tighten up the building envelope.

“3.18. A site that safely separates pedestrian and vehicular traffic and is laid out with the following criteria:

3.18.1. Physical routes for basic modes (busses, cars, pedestrians, and bicycles) of traffic should be separated as much as possible from each other...”

The current arrangement for students crossing the street at lunch causes a conflict between vehicular and pedestrian traffic both during lunch and by causing congestion during drop-off and pick-up times. Building an attached cafeteria would solve this traffic conflict.

“4.10.11. Cafeteria/multipurpose room to support the school and community. Ceiling heights shall be higher in these areas and daylight shall be incorporated. A tiered stage for school productions shall be included. The tiered stage shall be provided with basic theatrical lighting and sound systems.”

The proposed cafeteria will be seen as a multi-purpose space. The school already has a performance stage and equipment in the gymnasium, so

this portion of the guidelines is already satisfied.

“5.1.3. Facilities that reduce demand on municipal infrastructure ... reducing water consumption...”

The proposed plumbing fixture upgrades at the school restrooms will address this requirement with modern low-flow fixtures and electronic sensor devices.

“5.1.10. Utilize energy efficient and or renewable energy strategies;”

Replacing the building systems and the exterior windows will contribute dramatically to energy efficiency.

“5.1.15. Replacement of old inefficient lighting with new energy efficient fixtures and lamps. Incorporate daylighting, and utilize professionally designed task oriented lighting concepts. Use occupancy sensors and natural light sensors to keep lights off when not needed, including emergency lighting when the building is unoccupied...”

The proposed lighting system replacement will incorporate daylight sensors and occupancy sensors either within the room or built in to the fixtures. Coupled with a dimming system, the new lighting will maximize the use of the existing generous daylighting in the school.

“5.1.17. Replacement of old inefficient mechanical systems with new energy efficient systems. Provide controls that monitor the efficiency of the mechanical system and control temperature range of facilities during low/non-use periods and after operating hours.”

The existing HVAC system is antiquated and not fully effective. Complaints of thermal discomfort are common throughout the school. The cooling system requires opening windows for draw into the classrooms and is inefficient. The entire HVAC should be replaced.

“5.1.19. Replacement of single pane inefficient windows with new double/triple pane hard coat low E glazing window units. Install windows to eliminate outdoor air and water infiltration...”

The grant request proposes replacing all windows and storefront entries in the school to enhance the efficiency of the envelope and the HVAC system.

“6.5. When rehabilitation costs are more than 70% of replacement costs, with a shorter facility lifespan and no historical significance, replacement of the facility should be considered...”

The cost of the building system upgrades, replacements and additions do not exceed 70% of the cost of an 80,000 square foot replacement school (cafeteria area included.) The remaining lifespan of the building will be significant following renovations due to the durable palette of materials both on the interior and exterior. In three years, the building will be 50 years old and possesses character of historical significance, making it eligible soon for additional grant funding.

How does the Applicant plan to Maintain this Project if it is Awarded:

Fremont Elementary

Over the last three years, approximately 2% of the General Fund Budget has been expended on the maintenance of facilities in the District. Of the \$175,000 spent annually, an average of \$26,000 is spent maintaining Fremont Elementary School. Included in this cost is \$3,500 (13%) in preventative maintenance contracts with vendors to service and maintain our systems (boiler, fire alarm). There are other costs associated with preventative maintenance for our air cooling system. These costs would include filters and valves, and the preventative maintenance is provided by our maintenance department.

We are currently servicing and maintaining a 50 year old building that requires a lot of attention due to the age of the systems/facility. We realize that we will see savings from having new, more efficient systems and infrastructure, and plan to use that savings to increase the preventative maintenance aspect. We fundamentally believe that a preventative maintenance program is far more cost effective from a labor, parts, and efficiency perspective. We typically spend approximately \$7,000 / year on preventative maintenance contracts for our newer facilities and systems. We forecast that we would increase our preventative maintenance contract expenditures to approximately the \$7,000 / year that we spend on our newer facilities. However, we believe that the savings seen by the improvements of the projects will surpass that amount, so if that amount needed to be increased in order to maintain the systems, we could easily increase the amount spent on preventative maintenance.

In addition to the General Fund expenditures, we have also spent over \$120,000 on the Fremont Elementary facility in the past three years out of our Capital Reserve Fund. We normally transfer approximately \$300,000 to our Capital Reserve Fund each year. This money is used for expenditures to repair, upgrade, and improve our facilities, transportation fleet, etc. When the project is completed we will continue to transfer the money into the Capital Reserve Fund and 13% (\$40,000) of the money would be set-aside for the continued preventative maintenance and/or repair and replacement of systems and infrastructure for Fremont Elementary School.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$40,000

CDE Comments:

THE DISTRICT IS HOLDING 2.0 MILLION DOLLARS FOR LITIGATION OF THE HS. IF THIS MONEY "IS NOT NEEDED" THEY WILL INCREASE THEIR MATCH HOWEVER IT MAY BE A YEAR OUT BEFORE THEY WILL KNOW IF THE MONIES WILL BE REQUIRED. IF THEY ARE ABLE TO OBTAIN ADDITIONAL FUNDING FROM OTHER SOURCES THEY WILL ALSO PUT TOWARDS THEIR MATCH.

Funded FTE Count:	1,600	Bonded Debt Approved:	\$22,000,000
Assessed Valuation:	\$164,796,220.00	Year Bonded Election Approved:	2003
PPAV:	\$103,029.83	Bonded Debt Failed:	
Bonded Debt:	\$20,115,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$32,959,244.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	61.03%	Median Household Income:**	\$16,953.00

Bond Capital Remaining: \$12,844,244.00
Existing Bond Mill Levy: 11.65
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Free or Reduced Lunch %: 45.25%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$9,311,358.00
Current Project Match: \$3,803,230.00
Current Total Project Cost: \$13,114,589.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$11,922,354.00
Cost Per Sq Ft: \$153.00
Cost Per Pupil: \$28,387.00

Affected Sq Ft: 72,264
Master Plan Complete: Yes
CDE Minimum Match Percent: 36
Actual Match Provided: 29
Was a Waiver Letter Required: Yes
FCI: 70.08%
CFI: 89.90%
Inflation: 6
Davis- Bacon Wage Requirement: \$199,893

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Mapleton 1 - Skyview Campus

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	249,487
Replacement Value:	\$69,351,122
Condition Budget:	\$31,677,063
Total FCI:	45.68%
Energy Budget:	\$0
Suitability Budget:	\$28,178,900
Total RSLI:	15%
Total CFI:	86.3%
Condition Score:	2.72
Energy Score: (20%)	0.35
Suitability Score: (40%)	2.89
School Score:	2.31



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: MAPLETON 1

Project Rank: 0.87

County: ADAMS

Applicant Priority #: 1

Project Title: SUPPLEMENTAL Campus Improvements, Renovations, Additions

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Over the past decade, Mapleton Public Schools has reinvented much of what public education looks like. When traditional school models stopped inspiring students, Mapleton explored academic options that would engage students and develop a comprehensive culture of learning. All eight conventional elementary, middle and high schools were closed, and in their place 17 small-by-design learning communities were introduced, offering students a wide range of unique educational options typically not offered in a public school setting. Six years into the reinvention, Mapleton is celebrating the results. Today, drop out rates are down and graduation rates are up. In 2009 Mapleton was among the three most improved districts in the Denver metro area on the CSAP tests. The reinvention created a college-going culture in Mapleton. In 2009 close to 100 percent of Mapleton seniors applied to college and 97 percent were accepted to the college of their choice.

Using extensive data collection and review, Mapleton continues to align and adapt all 17 of it's small-by-design schools to meet the educational needs of it's community. With 67 percent of it's community meeting the state criteria for poverty, and 47 percent of it's students learning English as a second language, hope and college readiness are powerful motivators.

Unfortunately the cost of maintaining outdated facilities has led to fewer resources being available to support classroom instruction. To address the significant facility needs, the district has requested additional resources from it's community to support the growing needs of it's aging buildings.

The current Master Plan represents the most effective use of capital improvement dollars to begin the right-sizing of Mapleton's facilities - making them safe and healthy buildings for Mapleton students to grow. The Master Plan is divided into three phases, all with the same urgency and importance. Phase 1, found in this application, concentrates on correcting the antiquated structure of the Skyview Main Campus.

The overall condition of the Skyview site does not allow educators to maximize educational experiences for students, and hinders the delivery of all State-identified standards. Campus security is also major concern. With violence impacting the community, the site must be a safe place for all children. Additionally, the aging heating, lighting and electrical systems are not conducive to learning. Current electrical systems are unable to support technology demands. Ventilation and HVAC systems are inadequate for the building design. But foremost is the way the site hinders delivery of the reinvented schools-of-choice models which have produced new success for our students.

The deficiencies identified in the 2009 CDE Assessment for Mapleton Public Schools clearly cannot be funded by Mapleton alone, where students receive less funding than neighboring districts. The District passed it's last bond election in 1993. Most recently, the District mounted bond campaigns in 2007, 2008 and 2009, all of which lost by narrow margins. The November 2009 election was defeated by 52 votes.

A number of factors contributed to Mapleton's loss: The large percentage of elderly residents living on fixed incomes who currently do not have children in Mapleton Public Schools, the difficult economic conditions of Mapleton - one of the hardest hit communities in the Metro area during this downturn, the relatively low wages of district residents and the significant number of undocumented and/or legal residents who are not eligible to vote.

Based on the 2009 CDE Facility Assessments for Mapleton Public Schools, the safety and security needs of Skyview are far too great for a community so heavily affected by the downturn of the economy to fund on its own. The CDE BEST grant is the only viable means for Mapleton Public Schools to finally construct the safe, secure and educationally sound buildings Mapleton's students deserve.

Issue: Other

Deficiencies Associated with this Issue:

Overall - Per the statewide assessment the Skyview site's FCI is 45.7% and the CFI of 86.3%. The building is 249,487 square feet. \$5.5 million dollars is noted to be required within the next 12 months and another \$19.1 million dollars is noted to be needed within the next 2 - 5 years. The Suitability Budget and the Condition Budget are nearly equal, large cost impacts.

In many of the Mapleton Schools Assessments, the Suitability Budget is higher than it should be when considering Mapleton's non-conventional educational model. For this building, however, it is likely very correct to low. This building hinders the Mapleton educational model greatly, due to its overall poor condition and outdated organizational structure.

Leaking Roof - The existing low slope roof needs reroofing per the assessment, photos and attached roof report. Water is entering the building causing health concerns of mold (see attached reports from Tri-County Health). Disruption of classes is frequent during the rainy season and snow melt. Structural deterioration is evident throughout the site. The water penetration causes continual complaints of mold concerns by occupants - see attached reports done to follow up on these concerns.

Poor Indoor Air Quality - 28 classrooms and the LMC are located on the interior of the building without windows and have no fresh air supply or viable opportunity to add it. The mechanical system has no fresh air supply other than open windows and air leakage. The very low floor to floor height of the building limits ability to add needed fresh air duct work without lower soffits in the rooms to 7' or lower and adding vertical chases through already undersized second floor classrooms. Heat and cooling are not controllable from room to room on the same zoning. Per the assessment many of the rooms have a musty/moldy odor which has negative impact on the learning environment.

Unsecure/ Unsupervised Facility Entrances- The administrative offices for all three schools are remote from the entries to the schools that are used by students and visitors. Currently the district Welcome Center oversees one of the main entries to all three schools, but the campus has three "main entries". It is not possible for any of the four individual schools to oversee visitors to the other entries (intended to be for MESA and North Valley School) creating a very high risk that unwanted persons can gain easy access to the campus. MESA has modular classrooms, with no restrooms which necessitate the students leaving their classroom to go outside and into the main building and return. This also adds to the site safety risks as it requires three doors to remain unlocked and unsupervised all day long for this modular. In the event of a lockdown, it's very difficult to ensure that all of the far-flung entries are appropriately closed and locked. This necessitates long, manual searches of all hallways and classrooms by district personnel and Thornton police.

Unsafe Labs - The existing science labs contain all original cabinetry, work tops, sinks, faucets, etc. and after 46 years of use everything needs to be significantly repaired or completely replaced (see photos). The science labs do not have appropriate eye wash and emergency shower equipment. They do not have ventilation hoods or vented storage cabinets for storing corrosive and explosive materials. Chemicals are stored a significant distance from the various science labs and must be transported from the storage room to the lab facilities. In some science labs, laboratory work stations have minimal access to working sinks, gas turrets and outlets. Three of the science labs are housed in classrooms utilized for other purposes. None of the students in schools housed at Skyview have access to appropriate, modern science facilities.

Inadequate Learning Environment - Partly due to the reconfiguration of the educational programming from a single comprehensive high school into four schools within the school, and partly due to necessary instructional changes required for 21 Century skills, many classes are held in classrooms that are not appropriate for their purpose. For instance, math classes are held in a previous choral room; Humanities and math are located in previous industrial arts shops that have not been renovated; Art rooms are located in classrooms with no sink or storage; and science classes are held in a former home economics room. MESA uses the former auto shop and wood shops for 5 classrooms. They have trench drains, overhead doors, noise reflecting exposed bar joist and deck ceilings with sloping concrete floors and most of the high voltage and air piping exposed in the classrooms. The garage doors allow cold and snow to seep into the classrooms in winter.

CDE Guidelines for Classroom size - Classrooms for Highland Montessori house typically 25 students are too small. 12 of the classrooms range from 535 square feet up to 719 sq. ft. with the average being near 650 sq. ft. Two classrooms meet CDE guidelines. Computer labs are too small to provide enough computers for a typical 25-student class. 20 computers are the most a computer room houses.

Structural Failures - The pool is structurally supported; piers and grade beams at the pool are failing, causing the concrete pool to crack and leak. See attached structural report. Use of the pool is discontinued and it is currently condemned and vacant.

Outdated Fire Alarm - The building fire alarm is old and has parts that are not obtainable any more. CDE funds have been approved for its repair/replacement, however, the district has held on expending the monies as the recommended solution is to remove the majority of this building and replace it. Thornton fire department has written up their summary of violations on the fire alarm (see attached report); the repairs are not possible without system replacement.

No closed circuit video and keycard or keypad access - The building has no closed circuit video and keycard or keypad access. The main entry and office provide some oversight of the main front door, but not for MESA or North Valley which have a separate entries. The former Vo-tech wing is a separate structure connected by a long canopy and requires two unlocked and unsupervised doors all day long. In this urban environment this is a serious concern.

Outdated Intercom/phone system - All building announcements must be performed by the Welcome Center at the main entry and cannot be made by any of the four school administration offices. The staffs utilize walkie-talkies to communicate as classrooms have no phones.

Potable Water - The water tests higher than minimum state levels for copper and lead.

Electrical Capacity - The building has a very low floor to floor height in the main classroom area. Most classrooms have one data outlet and inadequate power outlets. All additional power, lighting and data wiring must be added on the surface of the CMU walls or the exposed concrete structure of the floor/roof deck above. Additional electrical outlets are needed in classrooms. Extension cords are abundant in the classrooms. The service and panels have no capacity for additional power.

Inadequate Learning Environment - Special Education is held in regular classrooms with no storage or restrooms.

Lacks Staff Restrooms - There are no staff restrooms, so staff shares the student restrooms. This presents a liability risk to the school as well as a safety risk to the students.

Inadequate Restrooms - The overall campus lacks adequate restrooms to meet the code; this is verified in the assessment.

Unsafe Egress - The corridors are not rated. The doors and frames from the classrooms and other rooms into the corridor are not rated as determined by our Facility Code Analysis. In this unsprinklered building except for the basement (the basement system is in need of replacement due to its poor condition as verified by the assessment), the unsprinklered square footage and the unrated corridors are significant code violations and have been in violation dating back to the oldest code we have available from 1982. Classrooms do not have doors directly to the outside and students must exit through these non-rated corridors at distances of up to 175' to get outside the building in case of an emergency.

Unsafe Student Site Loading/ Unloading - Parent drop off /pick up shares the same “lane” with busses forcing students to walk between busses to get to the cars.

No Playgrounds - The school previously housed a high school, it now houses PK – 12 students and has no play ground for primary or intermediate students. The only equipment is a grass field and a paved surface.

Non-Compliant ADA - The building meets only a few of the ADA requirements. Lever hardware, signage, compliant restrooms and locker rooms and accessible parking are lacking. Plumbing fixtures are not in compliance either the ADA or current building codes.

Safe Clinic - The nurse’s station by the kitchen and shared by the four schools. It is very remote from any of the four schools on this campus and has no restroom in or near it.

Asbestos Containing Floor Tiles - The building has extensive vinyl asbestos floor tile throughout. Due to its age constant mitigation of broken and cracking tiles is required.

Unsafe Chemical Storage - In custodial closets where chemicals are stored, ventilation per code is not adequate.

Proposed Solution to Address the Deficiencies Listed Above:

In order to understand this solution, it is necessary to first review Mapleton’s master plan to have broader context for the proposed solution for the Skyview campus. The project proposed is the “cornerstone” of the master plan in addressing Mapleton School District health, safety and educational issues district wide. Currently Skyview Campus houses 4 schools – Highland Montessori (PK-6); Skyview Academy (9-12 high school); MESA (7-12 school); and NYVAS (alternative high school).

-Due to under performance, the district is closing Welby New Tech High School (located on another site) and will move Highland Montessori (PK-6 school) to the Welby site for the 2010-11 SY forward. This addresses most of the educational, health and safety problems that exist for Highland Montessori. With the closure of Welby New Tech High, these students will transfer, increasing the enrollment of Skyview Academy and MESA at the Skyview campus filling the vacated space of Highland Montessori.

-Clayton, a K-8 currently located at another site, is proposed to move to this Skyview site if this application is funded; this move would solve many educational, health and safety issues at both the Clayton site and the Bertha Heid site; in short, there are two schools in Bertha Heid now, they would separate with the K-8 staying in Bertha Heid and the smaller K-6 moving to Clayton. This would greatly reduce the educational, health and safety issues at both Clayton and Berta Heid.

-Mapleton Early College High School (MEC) is currently sharing a campus with Global K-12, if this application is funded, MEC would move to the new Skyview campus locating all 4 of the district’s high schools which are not in K-12 schools, on the campus with the student center. The student center houses the district wide music programs, athletics and drama. This would reduce the educational, health and safety issues at the Global K-12 site.

-If this application is funded, the Skyview Campus will continue to be home to Mapleton Expeditionary School of the Arts (MESA), a 7-12 school; Skyview Academy, a high school; and North Valley Young Adult School (NVYAS), an alternative high school. Moving to the Skyview Campus would be Mapleton Early College (MEC), a high school, and Clayton Partnership, a K-8 school. This would bring the total to 5 schools on the Skyview Campus. The solution is the major first phase, the “cornerstone”, in addressing many educational, health and safety issues on this campus and beyond this campus for Mapleton School District. If this project is funded it will improve the CFI, not only at this campus, but also at 4 other sites in the district.

With the big picture context explained; we focus on the Skyview Campus solution. Assessments done prior to the statewide assessment and the statewide assessment indicate major levels of facility health and safety issues and educational inadequacy issues with the campus. The problem summary highlights the most significant of those issues.

-Demolish all the classroom areas (approx 138,000 sf) and retain the district wide shared athletic, music, drama and welcome center on the campus (approx. 112,000 sf). This remaining facility is referred to as the “Student Center”. It serves 6 separate high schools within the district.

-Improve the roof, life safety and mechanical issues in the district wide school portions. This would include roofing repair/replacement, a new fire alarm, fire sprinklers and HVAC improvements.

- Add approximately 20,500 sf to the house North Valley Young Adult School (NVYAS), an alternative high school, and a shared campus library.

-Build a new school building on the Skyview Campus to house Mapleton Expeditionary School of the Arts (MESA), a 7-12 school, and Mapleton Early College High School (MEC), a 9-12 high school. This new facility would be approximately 82,450 sf and educate 816 students. This is right sized for the 2012 enrollment for these two schools. This school is referred to as MEC/MESA.

-Build a new school on the Skyview Campus to house Skyview Academy, a 9-12 high school and Clayton Partnership, a two round K-8. This new facility would be approximately 74,400 sf and educate 850 students. This is right sized for the 2012 enrollment for these schools. This school is referred to as Clayton/Skyview.

-In 2012, the Skyview campus – Student Center, MEC/MESA and Clayton/Skyview would have 1761 students occupying 289,350 sf, an average of 163 sf/ student. The Student Center also serves two other high school programs in the district, which are offsite in K-12 campuses.

Summary – the district looked at phasing this “cornerstone” request, but ultimately it has no economic, phasing or educational merits. The solution as proposed addresses the issues in the problem statement and the statewide assessment in their entirety.

Cost Summary - The total project of new and renovated spaces affects a total of 289,359 square feet at a total project cost (including design, construction & all soft costs) of \$51,176,008. This equals a total project cost per square foot of \$176.87. The following is a cost breakdown for each new building, addition and renovation portion of the project.

Skyview Academy/ Clayton Partnership Building (new) 74,400 square feet at a total cost (including design, construction & all soft costs) of \$17,566,604. This equals a total project cost per square foot of \$236.11.

MEC/ MESA Building (new) 82,450 square feet at a total cost (including design, construction & all soft costs) of \$18,893,526. This equals a total project cost per square foot of \$229.15.

NCYAC (addition) 20,500 square feet at a total cost (including design, construction & all soft costs) of \$5,816,909. This equals a total project cost per square foot of \$283.75.

Student Center Renovation (renovation) 112,000 square feet at a total cost (including design, construction & all soft costs) of \$8,898,969. This equals a total project cost per square foot of \$79.46.

How Urgent is this Project:

The Skyview site solution is critical to any future plan implementation for Mapleton. Foremost is the resolution of safety and security issues at the site. With new buildings, Mapleton can provide students with safe, secure learning environments, with appropriate fire alarms and suppression systems, a safe and dry roof, proper ventilation and indoor air quality, updated and properly-equipped laboratories, and secure entrances and exits to keep students safe.

The site also needs to ensure the success of Mapleton students. Current classrooms do not provide an appropriate learning environment for any program, let alone the innovative programs of Mapleton. The rooms have no natural light, very poor ventilation, hazardous, overburdened electrical systems, no access to appropriate laboratory spaces, and make delivery of quality instructional programs difficult to impossible.

Without the replacement classrooms provided by this construction, none of the other "dominoes" can fall into place. The district Master Plan calls for Clayton Partnership school to relocate to the Skyview Campus. The empty Clayton building would then be occupied by Explore Elementary, which currently shares the overcrowded Bertha Heid site with Achieve Academy. With classrooms vacated at Bertha Heid, the district could relocate more preschool classrooms from the MELC site to Bertha Heid, which is much more centrally located than the MELC. Ultimately, it's our goal to recommission the MELC site for non-instructional purposes.

Mapleton Early College would relocate to the Skyview site, vacating their temporary home at Global Leadership Academy. This would allow GLA to expand to 2 rounds at each grade level, relieving overcrowding at the District's lower elementary grade levels and reducing the number of students on GLA's waiting list.

All of this hinges on completing the work at Skyview. With BEST grant funding, Mapleton can eliminate an enormous swath of its identified capital needs, ensuring the safety, security and success of its students for many years to come.

What is the Cost Associated with this Project:

\$51,176,008

How Does this Project Conform with the Construction Guidelines:

This project conforms to CDE guidelines with exceptions noted below:

A-The proposed buildings conform to section 2 of CDE guidelines for educational programming except four areas:

Clayton Partnership: the kindergarten rooms are not 1000-1200 square feet with individual restrooms. The district consistently houses kindergarten students in classrooms similar to the other elementary grades at sizes based on 32-35 sf/student and the kindergarten students can use the shared school toilets with the other elementary students. This also gives Mapleton the flexibility to adjust and change programs as necessary and it has served them extremely well through their educational reorganization process.

The individual schools MEC/MESA and Clayton/Academy on the Skyview Campus do not have gymnasiums, libraries or music rooms in the proposed schools. These schools will use the district-wide gyms, library and music facilities at the Student Center. Within each of the shared schools, the kitchen, cafeteria, clinic and entry is shared between the two schools.

Baseball field and football field are receiving no improvements and may not conform to CDE guidelines. The District is investigating cooperative agreements with the City of Thornton to develop these playfields.

The Student Center renovation will strive to meet the CDE guidelines in all areas renovated. New fire sprinkler, fire alarm, locker room remodel and limited mechanical improvements will meet CDE guidelines. Existing systems to remain will be upgraded to the extent allowed by the budget to meet CDE guideline. The pool and support spaces are to remain and will not be renovated and not likely to meet CDE guidelines.

B - The new MEC/MESA and Clayton/Skyview schools and the Library/NVYAS addition to the Student Center will comply to section 3 of CDE guidelines for compliance with the High Performance Certification Program. They will be designed for LEED Gold. The renovation of the Student Center will budget 5% for additional sustainable improvements and will do as much as possible with those funds to obtain LEED certified. On the renovation the focus will be on energy efficiency & water efficiency which provide the greatest long term benefits to the district, while minimizing the cost impact to CDE and the district.

How does the Applicant plan to Maintain this Project if it is Awarded:

Mapleton Public Schools currently has a General Fund budget of \$4,353,390 dedicated to operations and maintenance, including utility costs. The actual expenditures for the past six years are found in the table below:

Operations and Maintenance	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Budget						
Salaries	1,652,213	1,700,973	1,870,287	1,987,516	1,999,989	1,883,950
Benefits	370,628	420,909	481,995	509,982	526,356	532,350
Purchased Services	690,466	823,980	899,972	865,601	735,529	855,812
Supplies & Materials	1,001,636	1,271,677	1,305,679	1,222,374	1,110,378	1,080,250
Property	2,141	3,525	3,781	1,386	66	450
Other	0	0	1,585	1,617	1,150	
Total O & M	3,717,084	4,221,064	4,561,714	4,588,444	4,373,935	4,353,962

As with most non-instructional district budgets, Operations and Maintenance allocations have been reduced over the past several years due to pressures on other aspects of the District mission, namely, improving instruction and raising test scores. These cuts have come from reductions in contracted services, such as plumbing services, roofing services, lawn services; as well as reductions in supplies and materials. These cuts are temporary and will have to be reinstated soon.

In addition to General Fund dollars, the District allocates funds to the Capital Reserve Fund, which is required by state law for the purpose of funding capital project needs of the District. The following table illustrates the Capital Reserve fund allocation per pupil for the past five years:

Capital Reserve	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Total Allocation	2,223,250	2,222,550	1,732,350	1,840,545	2,169,175
Student FTE	5,195	5,028	5,115	5,338.5	5,332
Allocation per Pupil	\$427.96	\$442.03	\$338.68	\$344.77	\$406.82

In FY 2010, the Capital Reserve Fund allocation is set at \$2,169,175, or \$406.82 per funded 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.

The District has exceeded minimum allocation amounts in the Capital Reserve fund for site improvements for the past several years in order to meet identified facility repair needs. The District will maintain its FY 11 budget. Another \$50,000 for repairs and maintenance is found in the Insurance Reserve Fund to cover the cost of uninsured damage to property. The District intends to maintain this level of support for capital renewal for the foreseeable future.

Replacement Budget

Though the District makes every attempt to thoughtfully anticipate replacement costs for its capital equipment, the scope of this project precludes the possibility of budgeting ongoing operating funds to replace the construction after its useful life. At current projections, it would require approximately \$715 per pupil over 40 years to generate the necessary funds. Therefore, the District would have to consider another bond election to generate the funds to construct replacement buildings.

With that said, the District is investigating the purchase of an additional module to its existing SchoolDude maintenance program which allows the District to monitor various aspects of its buildings, such as roofs, windows, doors, concrete, and asphalt, using ageing data on each element. Once the asset approaches its useful life, the program begins assigning budget amounts to the replacement, and provides a graduated timeline for replacement. Sadly, there is no point to purchasing this software currently, as so many of our assets are beyond their useful life and in need of replacement. It is anticipated that the District will set aside \$112,000 per year to meet the capital needs of the Skyview site.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$112,000

CDE Comments:

THIS WAS A REQUEST IN FY09-10 AND AWARDED HOWEVER THE MATCH WAS BASED ON THE NOV BOND WHICH DID NOT PASS. THE DISTRICT HAS APPLIED FOR 4 GRANTS TO HELP ADDRESS THE CONCERNS OF THE VOTERS.

Funded FTE Count:	5,176	Bonded Debt Approved:	
Assessed Valuation:	\$477,132,910.00	Year Bonded Election Approved:	
PPAV:	\$92,190.69	Bonded Debt Failed:	\$70,000,000
Bonded Debt:	\$12,860,000.00	Year Bond Election Failed:	2007
Total Bonding Capacity:	\$95,426,582.00	2009 Bond Election Results:	FAILED
% of Bonding Capacity Used:	13.48%	Median Household Income:**	\$17,649.00
Bond Capital Remaining:	\$82,566,582.00	Free or Reduced Lunch %:	66.75%
Existing Bond Mill Levy:	3.638	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

Current Grant Request:	\$42,987,846.00	Affected Sq Ft:	289,350
Current Project Match:	\$10,746,961.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$53,734,808.00	CDE Minimum Match Percent:	41
Previous Grant Awards:	\$0.00	Actual Match Provided:	20
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	45.68%
Future Matches:	\$0.00	CFI:	86.30%
Total for all Phases:	\$51,176,008.00	Inflation:	0
Cost Per Sq Ft:	\$176.00	Davis- Bacon Wage Requirement:	\$2,558,800
Cost Per Pupil:	\$29,060.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Ellicott 22 – Ellicott Middle School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	40,339
Replacement Value:	\$10,146,190
Condition Budget:	\$5,089,267
Total FCI:	50.16%
Energy Budget:	\$0
Suitability Budget:	\$3,452,900
Total RSLI:	13%
Total CFI:	84.2%
Condition Score:	2.49
Energy Score: (20%)	3.95
Suitability Score: (40%)	3.59
School Score:	3.22



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ELLICOTT 22

Project Rank: 0.86

County: EL PASO

Applicant Priority #: 1

Project Title: MS Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

In an ideal world all citizens in our society would have their basic life needs met. However, in the real world the best we can do is to establish safeguards to offset some of life's inequities. One of those safeguards is educating our children with competent instructors, rigorous and relevant curriculum and a safe, healthy and appropriate learning environment. But, Ellicott Middle School is unsafe and unhealthy for our students and staff! This grant request addresses our fundamental need to provide an appropriate learning environment to support a 21st Century student in a safe and secure facility.

The existing Ellicott Middle School suffers water intrusion from several points: The building sits too low relative to the surrounding site and regularly floods during heavy rainfall; the roof is dead flat, beyond life expectancy and leaks into the building; rain water sheets off of the roof and seeps through exterior walls; rooftop mechanical equipment leaks snow and rainwater into the building. The sanitary sewer system constantly backs up and into occupied spaces and the water pressure to the south classroom wing is so low that at times flush valves on plumbing fixtures don't work. The roofs of the preschool modulars also leak into the ceilings. All of these factors present a potential mold, indoor air quality, and health risk.

Snowmelt discharge on the north side of the building creates icing on pedestrian walkways and is a slipping hazard.

As a result of water infiltration, the middle school suffers structural degradation to the exterior load bearing CMU walls. The preschool modulars exhibit structural settling along their sides causing the suspended grid ceilings to separate and drop out tiles and the floors to crown down the center of the buildings.

The middle school building lacks a complete security monitoring system and access control and the preschool portables are fully exposed without any security camera coverage or access control. Students and teachers are at constant risk to their safety from intruders with malicious intent.

The middle school building is a non-sprinklered oversized Type VB building without fire walls and has a condition that acts as a dead-end corridor in a classroom wing. The preschool modulars are non-sprinklered. The transportation building housing the middle school music program is also non-sprinklered and lacks the required fire wall separating some student areas from the bus maintenance space. All of these fire safety issues are exacerbated by the fact that the nearest fire hydrants are 270'-280' away on the other side of Ellicott Highway.

The middle school building is located close to Ellicott Highway and Handel Road restricting on-site vehicular and pedestrian circulation at the front of the school. Busses, cars and students are not separated by raised curbs, and circulation patterns put students at odds with busses and cars.

These ongoing problems create a health and safety hazard for occupants. Continual service calls for repair and the funneling of district maintenance resources toward these issues have been costly. Capital reserve funds that continue to flow into these chronic problems are preventing the District from making improvements in other areas.

Ellicott School District 22 has extremely limited financial resources. However, as an educational community we must make every effort to provide Ellicott students with the essential learning framework if they are to reach their potential. This framework necessarily includes the facility that supports their learning process. This application will explain health and safety risks to our children and staff in the Ellicott Middle School. It will identify learning environment inadequacies of the building and present a viable, innovative, low maintenance solution paying strict attention to CDE construction guidelines and meeting 21st Century learning needs.

Issue: School Replacement

Deficiencies Associated with this Issue:

The following deficiencies describe how the existing Ellicott middle school and preschool facilities are unsafe, unsecure, inaccessible, health hazards, and unsuitable as a learning environment relative to the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303(1). The items are referenced with brackets [] to a specific section of the Guidelines.

[3.1.] Calls for "Sound building structural systems." The middle school exterior finishes are predominantly brick veneer or painted concrete masonry block. Brick veneer and mortar joints are generally in very good condition for the buildings age. The caulked control joints in the veneer brick are in fair condition with some loose areas. There is no evidence of any weep holes at the bottom of the brick veneer. Numerous holes through the brick veneer were observed along with cable/conduit penetrations where new wall mounted electrical equipment was installed. Many of these are unsealed. Some steel lintel conditions are in very poor condition. The concrete masonry block (CMU) is in poor

condition. District personnel report that the block is very soft and crumbles when a penetration is attempted raising concerns about the compressive strength of the CMU. The paint over the CMU is in poor condition and is peeling in numerous areas, especially along mortar joints indicating the possibility of moisture in the wall assembly. A significant crack has developed along mortar joints in the north wall of the girl's locker room. Some restroom lavatories cannot be properly anchored to the wall due to the poor quality of the CMU. The base of the exterior bearing walls in the 1974 south addition has sustained water damage. The interior and exterior paint is peeling and the interior surface of the underlying block is crumbling. It appears that the block foundation wall has become wet due to poor or lack of a proper water proof membrane and wicks water up the wall. The block foundation walls may also have sustained unseen damage as well. This condition is exacerbated by the lack of a gutter system that allows water to sheet flow over the walls and saturate the ground adjacent the porous block foundations. There is no perimeter drain system. The potential for water entry at the exterior wall is intensified by the existing exterior louvers located at grade level that served the abandoned unit ventilators. Cracks have developed at some of the intersections of the classroom bearing walls and exterior bearing walls. Roof fascia and exit canopies are dry-rotting as a result of the age of the materials and poor rain water control off of the roof. Every other board in the gymnasium tongue-and groove roof decking does not bear on structural framing and is becoming disengaged in spots. The concrete slab-on-grade is cracked in the corridor south of the main entrance, telegraphing through the carpet flooring. The preschool modulars exhibit structural settling along their sides causing the suspended grid ceilings to separate and drop out tiles and the floors to crown down the center of the buildings.

[3.2.] Expects "A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building." The existing middle school gravel surface built-up roof is 36 years old or older, is beyond its serviceable life, and leaks into the building throughout. This has damaged ceiling tiles in numerous locations throughout the building. Many of these leaks are occurring at the equipment curb base flashings that appear to be wearing out or are non-existent, while other areas are in the field of the roof where it can be difficult to detect the leak source. With the exception of the gabled roof over the gym, a fundamental problem with the system is that it is dead level. There is no slope to the few interior roof drains added to the original roof or any crickets at roof curbs. Roof drains and leaders above the ceiling leak at some locations as well. Without slope on the roof, rain water builds up until it breaches perimeter gravel stops and sheets over the edge. In the 1954 and 1964 portions of the building rainwater has deteriorated wood fascias and soffits. Even though gutters and downspouts exist on the 1970 classroom addition, they are crushed at several locations and don't effectively capture the roof water. Water seeps behind the exterior paint along mortar joints, peels the paint and wears at the mortar. The 1974 addition has no gutter system. Water washes over the exterior walls and seeps through to the interior. The poor design of the fascia at this addition is endangering the perimeter roof framing by exposing it to the elements. Snowmelt on the shaded north side of the building in combination with the flat gradient creates icing on pedestrian walkways and is an extreme slipping hazard during the cold months. The preschool modular roofing systems leak rainwater into the ceilings, particularly around vent and duct penetrations. Mold in the ceiling tiles of promotes adverse health issues and poorer indoor air quality for the students and staff.

[3.3.] Requires "A continuous and unobstructed path of egress from any point in the school that provides an accessible route to an area of refuge, a horizontal exit, or public way. Doors shall open in the direction of the path of egress, have panic hardware when required, and be constructed with fire rated corridors and area separation walls as determined by a Facility Code Analysis." The middle school building is a non-sprinklered, oversized (per code allowable area), Type VB building without code-complying area separation walls to create separate fire zones and has a condition that acts as a dead-end corridor in the 1970 classroom wing. There are existing ceilings in the middle school that are too low for sprinkler heads because they are within arm's reach and are too easy to vandalize. The preschool modulars are non-sprinklered. The transportation building housing the middle school music program is also non-sprinklered and lacks the code required 2-hr occupancy separation wall protecting some of the student accessed E-occupancy spaces from the S-1 occupancy bus maintenance space. There are no existing fire hydrants on the district campus on the west side of Ellicott Highway with the nearest hydrants across the road at the elementary school, one at 270' away and another at 280' away from the east face of the middle school.

[3.4.] States "The water supply system shall deliver water at a minimum normal operating pressure of 20 psi ... to all plumbing fixtures." Possibly due to undersized domestic water piping and the circuitous routing of supply lines, the water pressure at the south addition becomes very low when fixtures elsewhere in the building are being used. This causes the flush valves at the urinals to stick open in flush mode and causes overflows in the toilet room. The toilets in the south wing are tank type and take an inordinate amount of time to refill after flushing. This lack of adequate water pressure is a health hazard.

[3.7.] Calls for "Facilities equipped with closed circuit video and keycard or keypad building access." During the summer of 2010, the exterior main entrance doors of the middle school building will receive electrified hardware and a "buzz-in" remote release device in the receptionist area. A security camera directed at visitors outside the entry doors will give administrative staff the ability to control access at the main entrance. This "buzz-in" system is a surface-mounted plug-in system that will be removed from the existing middle school building and installed in the new facility. There are two existing CCTV cameras in the corridor at the main entry. However, the rest of the existing building has no security monitoring system. The north, south and west exterior is not monitored nor is the tornado shelter housing middle school wrestling or the transportation building with the music classes. The preschool portables are fully exposed without any security camera coverage outside or inside nor is there access control. Students and teachers are at constant risk to their safety from intruders with malicious intent.

[3.8.] Requires "An Event Alerting Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school for efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations." The intercom system is an old Dukane system, which is essentially inoperable. An "all-call" announcement can be made throughout the building. The ability to call each individual classroom or the teacher to call from each classroom to the main office exists only by hand held portable radios. There is no intercom connection between the modulars and the main office. Communication is established through phone lines and portable radios. A new intercom system needs to be installed throughout the School.

[3.9.] Suggests "Secured facilities..." Classrooms do not visual connection with their adjacent corridors through sidelights or vision glass. The doors would have to remain open to achieve visual monitoring.

[3.10.] Calls for "Safe and secure electrical service and distribution systems designed and installed to meet all applicable State and Federal codes... Emergency lighting shall be available when normal lighting systems fail and in locations necessary for orderly egress from the building in an emergency situation as required by electrical code." The existing middle school distribution system has minimal spare capacity for adding new switches. The computer rooms need to be provided with additional outlets since the method of connection for each individual computer

consists of daisy-chaining extension type cords with plug strips between each computer for connections to wall mounted receptacle. The lighting in the gymnasium is controlled from panelboards with circuit breakers to turn on and off the lights. The circuit breakers do not meet Code since they would have to be a switching duty type circuit breaker. The existing preschool modulars need to have strobe lights added to the bathrooms to comply with Code. Exterior lighting is inadequate and does not have a second source of power for battery operation.

[3.11.] Requires “A safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55. The mechanical system shall be designed, maintained and installed utilizing current State and Federal building codes.” According to maintenance personnel the gas fired rooftop units have had many maintenance problems over the last few years, and parts have been hard to find. Daylight is visible from the floor of the occupied space through the ceiling grilles and louvers of outdoor air intakes at several units and some of the relief vents have filled with snow during storms with snow accumulation on carpeted floors inside. When the snow melts, water will run into the ceiling space below, damaging ceiling tiles, carpeting, etc. The roof penetrations at some of the roof mounted ductwork also leak during heavy rainstorms. We suspect that the duct lining has also gotten wet and may contain mold. Several of the rooftop units utilize the corridor as a path for relief air, which is a violation of current code. The lack of individual space temperature control at each classroom has comprised the occupant comfort through-out the facility. These systems are not in conformance with ASHREA Standard 55.

[3.12.] Requires “Healthy building indoor air quality (IAQ) through the use of the mechanical HVAC systems or operable windows and by reducing outside air and water infiltration with a tight building envelope.” The building sits too low relative to the surrounding site and regularly floods during heavy rainfall; the roof is dead flat, beyond life expectancy and leaks into the building; rain water sheets off of the roof and seeps through exterior walls; rooftop mechanical equipment leaks snow and rainwater into the building. The sanitary sewer system constantly backs up and into occupied spaces and the water pressure to the south classroom wing is so low that at times flush valves on plumbing fixtures don’t work. The roofs of the preschool modulars also leak into the ceilings. All of these factors present a potential mold, indoor air quality, and health risk.

[3.13.] Looks for “Sanitary school facilities that comply with Colorado Department of Public Health and Environment, Consumer protection Division, 6 CCR 1010-6 “Rules and Regulations Governing Schools.” The sanitary sewer system frequently becomes clogged and backs up in the 1974 south classroom wing and in the 1970 addition in the cafeteria/kitchen/nurse’s office/student toilet room area. The sanitary sewer line serving the locker rooms apparently discharge into a tank at the exterior of the building, before it discharges to the lift station. This tank is inaccessible and frequently fills with raw sewage, causing the sewer to back-up into the locker rooms. There are no floor drains in 1970 boy’s and girl’s toilet rooms which doesn’t meet code and contributes to the sewer overflow in that area. Back-ups occur on average once per month in the building with sewer overflows reaching into carpeting in classrooms and over resilient flooring in the food service and eating spaces creating a serious health hazard. The school district maintenance crews snake the sewer lines themselves until an outside plumber must be called in to conduct a more aggressive clearing. Broken underground sewer main lines, some of which is clay tile piping, and the apparent low-sloped line due to the flat topography are the suspected causes to overflowing. Concrete slab-on-grade floors make accessing the underlying waste lines within the building a major undertaking.

[3.14.] States “Food preparation and associated facilities equipped and maintained to provide sanitary facilities for the preparation, distribution, and storage of food...” The middle school facility receives and stores food goods to be refrigerated or frozen. However, the refrigerated/frozen food is transported to the elementary school for preparation into meals and then transported back to the middle school for serving. This is a very inefficient method of providing meals to the middle school students.

[3.17.] Requires “A facility that complies with the American Disabilities Act (ADA) providing accessibility to physically disabled persons.” The middle school building is not compliant with ADA in the regarding entry into classrooms, toilet room accessibility, shower accessibility, stage access, and signage. The preschool portables are not compliant for site ramps, entries, toilet room accessibility, and signage.

[3.18.1.] Suggests “Physical routes for basic modes (busses, cars, pedestrians, and bicycles) of traffic should be separated as much as possible from each other...” The present condition does not provide proper separation. All site traffic modes converge at the front of the school with potential for pedestrian injury.

[3.18.2.] Calls for “When possible, provide a dedicated bus staging and unloading area located away from students, staff, and visitor parking. Curbs at bus and vehicle drop-off and pick-up locations shall be raised a minimum of six inches above the pavement level and be painted yellow. Provide ‘Busses Only’ and ‘No entry Signs’ at the ends of the bus loop.” The existing middle school building is located so close to Ellicott Highway and Handel Road that on-site vehicular circulation is constrained at the front of the school on the east side. Play areas adjacent to the back (west) side of the building prevent any vehicle circulation there. Visitor parking during school hours is also the bus queuing area before and after class. Conflicts between the visitor’s cars and busses are frequent. Busses, cars and students are not separated by raised curbs or walkways. There are no vehicle barriers separating cars/ busses and the building except for bollards at the main entrance. There are no raised curbs to separate pedestrians from vehicles. Middle school students as well as preschoolers must pass between the building and the vehicles to either board busses or walk to the parent pick-up area at the north of the building. The present parking area in front of the school does not have physical separation for busses and cars. The District has orchestrated the pick-up/drop-off event as best we can considering the constraints, but we need to further minimize the potential for any tragedy.

[3.18.3.] Seeks to “Provide an adequate driveway zone for stacking cars on site for parent drop-off/pick-up zones. Drop-off area design...where students are loaded and unloaded directly to the curb/sidewalk. Do not load or unload students where they have to cross a vehicle path before entering the building.” The Parent drop-off/pick-up area is not well defined, and is at a secondary entry along the north side of the building. Students must walk between busses and the building to the pick-up point. The parent loop is unpaved and subject to mudding, ponding and icing. The loop circumnavigates and isolates an unpaved staff parking area.

[3.18.4.] Requires “Solid surfaced staff, student, and visitor parking spaces should be identified at locations near the building entrance and past the student loading area.” Parking areas north of the existing school are not paved, not in view of the main entrance, drain toward the school creating the flooding conditions in the north wing and icing or ponding outside of the school.

[3.18.5.] Asks to “Provide well-maintained sidewalks and a designated safe path leading to the school entrance...There should be well-maintained sidewalks that are a minimum of eight feet wide leading to the school and circulating around the school.” The parking / bus loading area is immediately in front of the main entry with very little queuing space. There are no pedestrian sidewalks at the front of the school.

[3.18.6.] States “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.”
The existing loading area is shared with the parent drop-off/pick-up lane.

[3.18.7.] States “Facilities should provide for bicycle access and storage.” There is no provision for secured bicycle storage on campus.

[3.18.8.] States “Fire lanes shall have red markings and “no parking” signs posted.” There is no signage and no red markings to delineate a fire lane.

[3.18.9.] Calls to “Consider restricting vehicle access at school entrances with bollards or other means to restrict vehicles from driving through the entry into the school.” While there are existing bollards at the front entrance, there is nothing preventing a vehicle to crash into the rest of the there are no raised curbs separating pedestrian circulation from vehicular circulation.

[3.19.2.] Suggests “When possible, arrange site, landscaping, playgrounds, sports fields and parking to create clear lines of site from a single vantage point...” The configuration of the middle school and site elements creates areas that enable a person to hide.

[3.19.3.] Requires to “Locate site utilities away from the main school entrance and student playgrounds and sports fields whenever possible. Electric service equipment, gas meters and private water wells shall have fenced in cages to restrict access to unauthorized persons...” The electrical transformer serving the middle school and an unsecured well pit are directly adjacent to the main entrance behind a 5 1/2’ tall CMU screen wall without a gate or cover to prevent unauthorized access. The screen wall creates a place to hide and the unsecured pit is a danger to curious children.

[3.19.4.] States “Access to building roofs shall be secured to restrict access.” Unauthorized roof access is enabled by the five and one-half foot tall CMU utility screen wall adjacent to the main entrance and by surface-mounted electrical panels on the east side. The majority of the existing flat roof is 9’-10’ above grade and does not pose much of a challenge to illicit access.

[3.19.5.] Requires “Exterior buildings and walkways shall be lighted to protect and guide occupants during evening use of the school facility.” The exterior building lighting at the front entrance of the middle school has upgraded surface mounted metal halide fixtures. The north and south entrances still have old surface mounted incandescent fixtures. None of the exterior lights, new or old, contain battery backup, which is required by Code at every means of egress from the building. The Vocal and Instrumental band room is approximately 120’ from main building, uncovered and without path lighting. Exterior lighting at the preschool modulars is inadequate and does not have a second source of power for battery operation. There is one pole-mounted light at the north entrance parent drop-off/pick-up area but no other parking lot lighting.

[4.1.] The middle school and preschool buildings are not built with “high quality, durable, easily maintainable building materials and finishes.”

[4.8.] The middle school and preschool buildings don’t “functionally meet the recommended educational programming set forth.. “, and the preschool program is not “located in permanent buildings.”

[4.11.] Middle school facility does not “provide a vibrant, cheerful, learning environment for students and scaled for teenage occupancy.”

[4.11.2.] “Special education classroom.” The present middle school does not have a consolidated special education area. The two special education rooms are generic classrooms in different areas of the building and are not designed to serve specific needs of a special education program.

[4.11.4.] States “Classrooms should accommodate a maximum of up to 25 students and provide thirty two square feet/student with a minimum classroom size of 600 square feet. Ceiling heights in classrooms should not be lower than nine feet...Classrooms should have a source of natural light with a view, have conditioned well ventilated air, and provide all the necessary equipment, technology infrastructure, and storage to support the intended educational program.” Approximately 50% of the classrooms in the present middle school are below the minimum size of 600 s.f., the classroom ceilings are too low at 7’-11”, and mechanical air circulation into classrooms is from corridors through door louvers.

[4.11.5.] “Library/multimedia center (LMC) should be the heart of the school providing a flexible space for students, staff, parents and the community to read, write, meet, study, and research topics. The space should be designed with high ceilings and exposed structure and materials. The space should have abundant natural light, as well as well-designed artificial task lighting...” The LMC was created by the removal of the partition between two 1964 classrooms. Day lighting in the space is inadequate as the windows are small. The space feels cramped with the suspended grid ceiling too low at only 8’-4”with bottom of structure 4” above that. The LMC is not the communal heart of the school that it should be.

[4.11.7.] “Distance learning lab should be centrally located in the interior of the school...” The present middle school does not have Distance Learning facilities.

[4.11.8.] “Science lab with teaching demonstration table, emergency shower/eyewash, wet student work stations, and equipped with adequate instrumentation.” The present middle school science rooms are undersized with two of the three rooms under the minimum 600 s.f. and are under equipped.

[4.11.9.] “Family Consumer Science Lab.” The present middle school does not have a Consumer Science Lab.

[4.11.10.] “Band classroom with conducting podium, instrument storage room and acoustic practice room. Band classrooms shall be physically separated from other classrooms to prevent sound transmission between areas.” The present middle school band room is located in a converted

auto shop in a detached building approximately 50 yards away from the middle school. No acoustical treatment tailored to a music room. Non-accessible toilet facilities. Inadequate instrument storage. The room is also the vocal music room.

[4.11.11.] “Vocal classroom ...”; Same as [4.11.10.]

[4.11.12.] “Art classroom with ample storage cabinets and counter sinks. Finish materials in art classrooms shall be smooth, cleanable and nonabsorbent.” The present art space is undersized and uninspiring with very little day lighting, dreary fluorescent lighting and an 8’-4” high ceiling. The flooring is inappropriate carpeting. There is not sufficient storage for art materials and there is only one small sink serving the room.

[4.11.14.] “Performing arts support area to accommodate set design and building including dressing rooms with lockers, sinks, mirrors, and prop storage area.” The present middle school stage is located at the end of the gymnasium. The stage is undersized with no access from backstage. The stage has a valance but no drapes, lighting or sound systems. A fixed basketball goal partially obscures the stage. There is no set design area, storage area or dressing rooms.

[4.11.15.] “Commercial Kitchen with cooking and refrigeration equipment, dry storage, and ware washing area, unless food is prepared and delivered from another location.” The present middle school kitchen is sized for serving only. The food is prepared at the elementary school and transported to the middle school. The Cooler/ Freezer storage is located at the middle school, so the food materials are transported to the elementary school for preparation then transported back to the middle school for serving.

[4.11.16.] “Cafeteria/multipurpose room to support the school and community. The cafeteria ceiling heights should be higher than other areas in the school and incorporate day lighting when possible...” The ceiling in the existing Cafeteria is too low at only 7’-9” and is a space internal to the building with no windows.

[4.11.17.] “Gymnasium with a regulation basketball court and dividing curtain to create two smaller basketball courts. The following equipment should accompany the gym: Glass adjustable basketball backstops, volleyball sleeves and standards, safety wainscoting, chin-up bar, wrestling mat hoist, and scorer table.” The present gym roof/ceiling structure does not provide the volume required for regulation volleyball or basketball. There is approximately 13’ vertical clearance at the basketball court sidelines. There is no divider curtain. Wrestling mats cannot be accommodated at the ceilings nor can they be hung from the CMU walls because the supports have fallen off in the past.

[4.11.18.] “Weight training area with free weights, wall mirrors, exercise machines, rubber flooring, and protective wainscoting.” The present middle school weight training area is in a typical classroom with a 7’-11” high ceiling, carpeted floor and no protective wainscoting.

[4.11.19.] “Men and women’s locker rooms with independent bathrooms, showers and locking metal lockers.” The present middle school locker rooms are undersized, not ADA accessible, and need complete renovation.

[4.11.20.] “Administrative offices, nursing area, bathrooms, conference, reception and building support areas to accommodate the educational program.” The existing nursing office is somewhat remote from the administrative area and has no ventilation of the room; existing bathrooms do not meet accessibility requirements, and need fixtures, partitions, and finishes replaced.

[5.1.1.] For “Facilities that conserve energy through High Performance Design.” The existing middle school building is the district’s smallest school facility but the largest consumer of energy utilities compared to the elementary and high school buildings.

[5.1.2.] Site locations that encourage...bicycling...” There are no bicycle storage facilities on campus to encourage biking to school.

[5.1.3.] For “Facilities...providing responsible storm water management and treatment design.” The existing middle school site floods the building and has no paving on the north drive/parking area to control water quality flowing off-site.

[5.1.5.1.] “Provide preferred parking totaling five percent of total parking spaces for carpools, vanpools, or low emission vehicles.” There is no preferred parking.

[5.1.9.] “Utilizing passive solar techniques...” None are used.

[5.1.10.] “Utilize energy efficient and or renewable energy strategies.” None are employed with the existing facility.

[5.1.15.] “...Incorporate day lighting, and utilize professionally designed task oriented lighting concepts. Use occupancy sensors and natural light sensors to keep lights off when not needed...” Electric lighting and day lighting are not to standard for high performance.

[5.1.17.] “Replacement of old inefficient mechanical systems with new energy efficient systems. Provide controls that monitor the efficiency of the mechanical system and control temperature range of facilities during low/non-use periods and after operating hours.” Mechanical systems are not to standard for high performance.

[5.1.21.] “Employ cool or green roofs to reduce heat island effects...” There are none on the middle school or preschool buildings.

[5.1.23.] “Providing a tight and well insulated building envelope with a minimum wall thermal value of R-19 and roof thermal value of R-30. Repair exterior building cracks, caulk building joints,...” The existing buildings are not insulated or sealed to meet this standard.

[5.1.24.] “Providing vestibules at main building entrances to minimize loss of conditioned air...” There are no vestibules in the middle school or preschool buildings.

[5.1.25.] “Utilizing, when possible, sustainable (green) building materials...” None are incorporated into the existing facility.

[5.1.26.] “Increase the schools community knowledge about the basics of high performance design using an educational display to serve as a three-dimensional textbook.” There is no high performing educational component.

Proposed Solution to Address the Deficiencies Listed Above:

A Master Plan document was produced by Lantz – Boggio Architects P.C. for the Ellicott School District in May 2004. The document lists several participants within the Ellicott school community who contributed to the development of the report. The master plan lists an overwhelming amount of deficiencies for the Middle School and recommended its replacement in 2009.

A few improvements have been made since the report was published, but the corrective work was more of a “band aid” fix to a much more serious problem. The building is too low on the site to correct storm drainage issues. The building elevation also contributes to its sewer issues along with the fact that much of the sewer problem lies under the concrete slab of the building. The entire flat roof system fails to shed rainwater off of the building and to create a retrofitted sloped system would require removal and extension of the mechanical system and the addition of a tapered insulation layer on top with an all new collection and discharge drain system on an existing roof structure that is already spongy in some areas. Indoor air quality is a problem. The configuration and siting of the building close to public roads on the property makes safety improvements to site circulation impossible. The multiple vintages of the school have created a convoluted, difficult to secure facility and the majority of the instructional spaces are undersized per CDE guidelines. The walls between the classrooms are load bearing and will not make efforts to enlarge the spaces cost effective.

As roughly 90% of the teaching staff at our schools live in Colorado Springs and commute to Ellicott to work, we must compete with other larger El Paso County school districts to recruit and retain our teachers. One effort Ellicott School District made to compete for teachers is the organization of our school year around a four day week. However, when it comes to our facilities as a recruitment tool our middle school is a hindrance compared to our elementary and high school buildings.

In short, no portions of the building are suitable to keep for physical or program reasons. The practical and effective solution is to replace the whole middle school building and remove the preschool modulars.

The following is the conceptual Square Foot/Student Calculation for the new facility:

Total New Middle School Gross area □□62,039 SF

Projected 2013 Middle School Enrollment □315 (refer to the demographic report addendum provided by Strategic Resources West Inc.)

SF/Student = 62,039/315 = □□□197 SF/Student

Total Preschool gross area □□□4056 SF

Projected 2013 Preschool Enrollment □□63 slots

SF/Child = 4056/63 = □□□64SF/Student

Total Facility Gross area □□□66,095 SF

The Ellicott educational campus is ordered along Ellicott Highway, a rural collector road running north/south in eastern El Paso County. The High School and Elementary School are located on the east side of the road, while the Middle School is located across the street from the Elementary on the west side of the road. Playfields supporting the facilities are located behind the schools. The site opportunities for a new middle school were limited to the space between the elementary & high school or space on the present middle school site. The middle school site was selected for two reasons:

1. Utilize a site that had multiple access points to separate cars from busses.
2. Maintain the potential for High School/Elementary School expansion by preserving the area between those two schools.

The middle school site is fairly flat with some adverse drainage conditions around the present school. The form generators on the middle school site are the present middle school facility, the two preschool modular buildings, the district’s wood & metal shops, the district’s transportation building (which presently houses the middle school music program), a tornado shelter(currently used for Middle School Wrestling), and existing playfields.

The project solution maintains the present middle school until the new middle school is constructed. The old middle school would then be demolished. Parking elements and vehicular site circulation would then be constructed in the area vacated by the old middle school. The modular buildings housing the preschool programs would be relocated in advance of the construction. The preschool programs will then be relocated into the new permanent facility. The balance of the site elements described above would remain. The building footprint for the new middle school shall be raised approximately 30” to address the drainage/sanitary sewer issues that have plagued the present middle school. The project solution takes advantage of the present site access points, existing wood/metal shops and playfields.

Refer the detailed project schedule for the activity timelines. The construction timeline has been developed with a General Contractor’s input. Note the present building is of multiple vintages (1954, 1964, 1970, & 1974) and contains asbestos materials. The abatement of the buildings would occur over the summer of 2012.

The attached conceptual building spaces chart inventories the present middle school rooms and preschool facilities and compares to the proposed spaces shown on the conceptual floor plans. As indicated above, the proposed middle school capacity at completion is 315 students. The state-assigned preschool capacity is 63 students.

CONCEPT FLOOR PLANS

The project solution zones the activity spaces on the north end of the building. Per the construction guidelines the Cafeteria doubles as a performing arts space with an elevated stage. The Vocal and Instrumental music spaces are brought into the building and are in separate rooms, both located to act a “green rooms” for performances on the stage. A ramped passage shall connect the stage to the music hallway. The volume and finishes of the cafeteria shall be selected for the dual use as a performance space. The stage shall have curtains and lighting

appropriate for middle school performances.

A preparation and serving kitchen is adjacent to the Cafeteria, which is large enough to accommodate one grade level at a time for lunch. This will not be possible in the present cafeteria. The present kitchen has food storage but does not have preparation facilities. The new kitchen will eliminate the present scenario of transporting the food over to the elementary school for preparation and back to the middle school for serving.

The Technical education area is located in the extreme north end of the activity side of the building. Like the music spaces, hallways, wall assemblies, and mechanical design shall provide the required acoustical separation. The Tech Ed area is also located adjacent to the District's Wood/Metal shop building for potential program enhancement.

The Gymnasium, Locker facilities and Weight Training spaces called for in the CDE Construction Guidelines are located in the Northwest corner of the activity side of the building, adjacent to the playfields, away from the vehicular circulation paths. The Gym is sized to accommodate a regulation basketball court and shall have typical gym equipment like basketball goals, volleyball sleeves and divider curtain.

The Main Entrance and Lobby separate the activity areas from the instructional areas, allowing the building to be strategically secured for after hours/community use functions.

The Library is located in the heart of the school on the border between the activity and instructional areas to accommodate the CDE guideline that the space is accessible to the community. Part of the space has a higher ceiling and the room has tremendous views of the Front Range.

The Administration/Counseling area is located on the first floor next to the main entrance and shall provide proper monitoring for a secure entry to the facility. The spaces required by the CDE guidelines in the Administration area are accounted for in the attached building spaces chart.

The Special Ed spaces are located adjacent to the administration area on the ground floor allowing separate site access to the suite if required. Unlike the present condition the Special Ed offices shall be adjacent to the Special Ed classrooms.

The Computer lab which doubles as a Distance Learning classroom is located on the second floor next to the instructional wing.

The Art classroom and support spaces are also on the second floor overlooking the Library with views of the Front Range.

The concept solution shows three classroom groupings, one on the ground level and two on the second floor. Each grouping has the following spaces: Four classrooms, One Science classroom/lab, a Science Prep room, a Small Group room, a Teacher Work room and a Book Storage room off of the Work room.

The size of the classroom is based upon the CDE construction guideline recommendation of 32 SF per student and is over the minimum 600 square feet. All classrooms are located on an exterior wall, so both view and day lighting windows are provided. The proportions are rectangular. Operable walls are shown to provide an alternative classroom size, which is further enhanced with the use of the Small Group rooms as an optional break out space for a variety of teaching areas.

The Science classrooms are larger to accommodate additional built in equipment typically used in middle school classroom/labs.

The Preschool program is accommodated in the proposed solution. The area is located on the ground level at the southern end of the instructional wing for a potential separate entrance and immediate access to an outdoor play area.

The concept plan also incorporates room for the District Technology Hub, Records Storage and an office for the Technology manager. Presently the Hub and Records storage are located in the basement of the Administration building which is subject to water intrusion issues. The Technology manager's office is temporarily located in the Elementary school.

The Concept plan shows provisions for expansion to the instructional wing and the support area if/when the need arises.

CONCEPT SITE DESIGN

The site design orients the main entrance of the building to the southeast, away from the prevailing winds and weather pattern. The bus and car circulation are in view of the main entrance. The bus and car access points are distinct and separated. The car drop off area is removed from the car parking area with a reservoir for "stacking". The flow for both busses and cars is counterclockwise so students are always deposited on an elevated curb/sidewalk. The flow allows pedestrian access to the building without crossing onsite vehicular circulation paths. A separate drop off area is shown for preschool and severe needs students. A bicycle parking area is located adjacent to the main entrance.

The service area is accessed from another existing entry point along Ellicott highway. This area is not in the pedestrian circulation paths to the middle school.

The site design preserves most of the mature trees on the property. The plan shows bio swales managing and filtering storm water, which is collected in water quality ponds southeast of the new building. As the onsite soils appear to be conducive to percolation, the staff/visitor parking area is surfaced with pervious paving to also control storm runoff. In coordination with the raising of the building pad, the borrow area expand the existing pond area, creating an outdoor learning lab for the students.

The present play fields are located away from the bus loading, car parking and service areas on the other side of the proposed middle school. A hard surface play area is located adjacent to the play fields. A fenced preschool play area is located southeast of the preschool spaces in the building.

HEALTH AND SAFETY

CPTED strategies of natural surveillance, natural access control and natural territorial reinforcement are incorporated into proposed site solution. The placement of concrete planters and benches restrict access to the main entrance from vehicles. Pedestrian circulation is defined

from vehicular circulation. Site lighting shall reinforce the straight forward routes from the parking area to the main school entrance. An access gate controls access to the bus drop during normal school hours. Playfields are fenced and located on the other side of the building, separating cars from play activities.

The access to the roof shall be from hatches accessible only from the inside of the building. Parapet heights and building fenestration on the new school shall eliminate the ongoing vandalism and safety issues due to multiple accessibility points to the roof at the present middle school. The utility enclosures shall be located in the service area of the building not next to the front door as is the present condition.

The concept floor plan design illustrates a straightforward solution that is easy to monitor, easy for the students to understand, creating a sense of orientation and safety, both features of a successful learning environment. Natural lighting thru view windows, clerestories and tubular day lighting devices shall be incorporated into all instructional spaces. Indirect lighting shall extend the day lighting feel into the instructional spaces. Placing the students in a new facility will resolve the security, air quality, health and safety issues affecting the present middle school facility. Unlike the present facility, the proposed solution will provide a code compliant and accessible facility.

EXPANDED TECHNOLOGY PLAN

The concept plan has a large computer lab on the second floor of the instructional wing. The lab shall have data and power for 28 computer stations. Each classroom and science classroom/lab shall have two data drops. Each instructional space shall also have a ceiling mounted digital projector. The Library shall accommodate 30 computer data stations also. The computer lab will double as our distance learning classroom too.

BUILDING SYSTEMS

The new middle school shall be constructed with spread footing foundations and concrete slab on fill. As mentioned earlier the building pad shall be raised up to resolve present drainage, sanitary sewer issues. The second floor shall use bar joists and metal deck to support the concrete floor. The roof structure shall be similar in assembly without the concrete. The building envelope shall be a brick on steel stud assembly for the two-story instructional wing. The balance of the building shall utilize a brick on block assembly. The roof system shall be white EPDM adhered to the roofing substrate. Insulative values for the wall/roof assemblies shall comply with the CDE construction guidelines. Sun shading devices are planned for the exterior walls wall assemblies and addressed in the project budget.

The proposed geothermal/heat pump mechanical system design concept has been reviewed with the Governors Energy Office. The representative of the GEO said the mechanical solution described is highly recommended for this project.

CONCLUSION

This new facility will not only alleviate the health and safety issues our students and staff face with the existing buildings, it will also provide the framework necessary to support our children in becoming competitive citizens with 21st Century Skills. By providing a healthy, vibrant, and inspiring place to learn with spaces supporting the process of becoming: a Critical Thinker & Problem Solver; Media, Information Communication & Technology Literate; A Self-Directed Learner with a Positive Work Ethic; An Effective Communicator and Collaborator; and An Innovator and Creator, an Ellicott graduate will have the greatest potential for meeting expectations of 21st Century life.

How Urgent is this Project:

THE BUILDING ENVELOPE SYSTEM has already failed as continued water infiltration into all areas of the middle school building resulting from the storm water flooding due to low floor elevation relative to surrounding site drainage, leaking through the aged flat roofing system, seepage through exterior walls, snow and rain accumulation in and through the mechanical system will create ongoing redundant repairs to the flooring, walls and ceilings. More importantly the water intrusion into the educational spaces may promote adverse health issues and poorer indoor air quality for the students and staff from mold in the ceiling tiles and flooring. Resulting odors and emergency maintenance measures will continue to distract students in their learning environment. Lost instructional time is detrimental to the student learning process placing students at risk of not achieving their best.

Failure of THE ROOFING SYSTEM has occurred as continued water infiltration into the ceilings of the preschool modulars promotes adverse health issues and poorer indoor air quality for the students and staff from mold in the ceiling tiles.

Because the condition currently exists, THE ICING ON THE SHADED NORTH SIDE of the building created by the lack of controlled roof and site drainage can be considered at failure now and will continue to be an extreme safety hazard to both pedestrians and vehicles.

THE SANITARY SEWER SYSTEM is already at a failure point. In addition to the extreme health hazard from the spread of bacteria due to overflows into classrooms, food service and eating spaces, the resulting foul odors and emergency clean-up and sanitizing efforts will continue to sidetrack students from their learning process.

The condition of the DOMESTIC WATER SYSTEM DISTRIBUTION AND PLUMBING FIXTURES is already at a failure point with low water pressure in the south wing causing in-operable flush valves and flooding. The lavatories have been becoming detached from soft CMU walls for years but continually re-securing the fixtures to supporting walls with only caulking cannot be sustained without end and is not acceptable for a functioning public school building.

Failure of FIRE PROTECTION due to the lack of a proper system can only be measured in the event of a fire. No timeline can be established for if or when a fire may occur. The fact that: the middle school building is a non-sprinklered oversized Type VB building without code-complying area separation walls and has a condition that acts as a dead-end corridor in a classroom wing; the preschool modulars are non-sprinklered; the transportation building housing the middle school music program is non-sprinklered and lacks the required 2-hr occupancy separation wall separating student areas from the bus maintenance space; nearest fire hydrants are across Ellicott Highway 270'-280' away from the middle school renders the urgency for the protection of life in the event of a fire – immediate.

STRUCTURAL DEGRADATION TO THE EXTERIOR LOAD BEARING CMU WALLS due to sheeting of rain water off of the flat roof around the perimeter of the building and the saturation of the CMU foundation doesn't appear to pose an imminent threat but the serviceable lifespan

of the structure is significantly reduced. THE STRUCTURAL SETTLING IN THE PRESCHOOL MODULARS may be a gradual failure as the buildings deteriorate. However, any point at which an actual structural failure occurs is too late.

The lack of a complete SECURITY MONITORING SYSTEM, access control within the middle school building and the fully exposed preschool portables exposes the students & teachers to continued risk to their safety from intruders with malicious intent. A timeline to this threat cannot be established as a tragic event could occur tomorrow or may never occur.

The existing building is located too close to Ellicott Highway and Handel Road restricting on-site VEHICULAR AND PEDESTRIAN CIRCULATION at the front of the school. Pedestrian preschoolers and middle school students are at constant exposure to injury.

Every year that our children pass through the existing middle school with its limits as a suitable facility to provide an appropriate learning environment to support a 21ST CENTURY STUDENT is another year we have constrained these children from achieving their full potential in the 21st Century world. We care about our students and we want them to be successful. That success does not come easy. We expect our staff and students to put forth their very best for the true measure of success that comes with hard work. We expect no less of ourselves as a District to provide the best learning environment by our maxim: Everyday. Everyone. Excellence... Ellicott. (E⁴)

What is the Cost Associated with this Project:

\$14,403,130.00

How Does this Project Conform with the Construction Guidelines:

The items below are referenced with brackets [] to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303(1).

The project conforms to the PSFCG by the following:

- [3.1.] For a sound structural system.
- [3.2.] For a weather-tight roof that drains water positively off the roof and discharges the water off and away from the building.
 - [3.2.1.2.] For EPDM roofing.
- [3.3.] For proper egress throughout the building.
- [3.4.] For proper potable water quality and pressure.
- [3.5.] Complete code complying fire alarm system.
- [3.7.] For a closed circuit video system.
- [3.8.] The new facility will have an event alerting and notification system.
- [3.9.] For a secured facility with controlled access provided with the “buzz-in” remote release device in the receptionist area.
- [3.10.] Safe and secure electrical system.
- [3.11.] Safe and efficient mechanical system.
- [3.12.] Healthy indoor air quality.
- [3.13.] Sanitary school facilities.
- [3.14.] Food preparation, distribution and storage within the new facility.
- [3.15.] Safe laboratories with proper storage of chemicals in science classrooms and prep rooms.
- [3.16.] A separate health office for emergency care.
- [3.17.] An ADA compliant facility.
- [3.18.] A site that safely separates pedestrian and vehicular traffic:
 - [3.18.1.] In the new concept plan, the physical routes for the busses, cars and pedestrians are separated. The existing access points from the adjacent roadways are utilized in the new site design. Traffic control signage shall be used to compliment the site circulation design.
 - [3.18.2.] In the new concept plan the bus staging, unloading area is located away from the staff & visitor parking area. Site construction shall include raised curbs. Traffic control signage shall compliment the site circulation design.
 - [3.18.3.] In the new concept plan the car drop off area has a reservoir for “car stacking”. The flow is counterclockwise, and pedestrian circulation routes do not cross vehicular traffic flow.
 - [3.18.4.] The parking areas shall be paved. The concept plan shows that parking areas are in view of the main entrance of the building, away from the student drop off area.
 - [3.18.5.] For a designated safe path leading to the school entrance. The alleviation of icing over pedestrian sidewalks will improve safety. The sidewalks in the concept plan are located adjacent to vehicular circulation to define pedestrian routes.
 - [3.18.6.] The new middle school concept plan shows the building service area is separated from the other on-site traffic and pedestrian entries.
 - [3.18.7.] The new concept plan indicates a bicycle parking area is located adjacent to the main entrance in an observable location.
 - [3.18.8.] Fire lanes shall be marked and signed on the new middle school site.
 - [3.18.9.] The new concept plan shows that the main entrance plaza is bordered by raised planters & benches separating the bus drive in front of the school from the main entrance.
- [3.19.] For a safe and secure site.
 - [3.19.1.] The new middle school is located on the present middle school site. The adjacent uses are other Ellicott school district facilities. The bus loop shall have a control gate restricting access during class hours.
 - [3.19.2.] The concept plan configuration allows clear lines of site to playfields and parking areas.
 - [3.19.3.] Electric service and gas meter shall be fenced, located in the service area away from the pedestrian circulation paths. The water well serving the new middle school and LP gas supply are located off site.
 - [3.19.4.] Access to building roof shall be limited to roof hatches inside the building. The Building fenestration / parapet heights shall be designed to prohibit climbing onto the roof without an extension ladder.
 - [3.19.5.] The new middle school site circulation route shall be lit to provide safe access to the building for evening events including parking lot lighting.
 - [3.19.6.] The concept design utilizes existing playfields, which are fenced. The preschool play equipment shall be relocated. A new resilient soft surface shall be installed in the preschool play area. The new preschool play area shall be fenced.
- [4.1.] The middle school will be constructed with high quality, durable, easily maintainable materials and finishes.
- [4.2.] For a facility that supports Cap4K, NCLB and the State Board’s model content standards.

- [4.3.] The new facility will have embedded technology for student learning in classrooms and will have a computer lab with distance learning capabilities.
- [4.4.] The administrative offices will be equipped with technological hardware and software to control web-based activities and access.
- [4.6.] The facility will have emergency power backup.
- [4.7.] The conceptual site plan observes and/or improves upon existing topography, vehicle access, soil characteristics, utilities and aesthetics.
- [4.8.] Middle school facilities shall meet or recommend educational programming in permanent buildings.
- [4.11.] The new middle school's concept design provides day lighting into and views from all classrooms. Tubular day lighting devices will augment the day lighting to classrooms and other spaces where possible. Appropriate acoustical will be used to control noise levels. The new facility will be vibrant and cheerful environment supporting 21st century learning.
- [4.11.1.] The existing playfields accommodate the typical middle school activities. New hard surface basketball courts are located adjacent to the Gym.
- [4.11.2.] Special Education spaces are included in the new concept middle school design. They are located on the ground floor adjacent to the Administration/Counseling area. The concept site plan shows the opportunity for a separate loading/unloading area for special education students.
- [4.11.4.] Classrooms are designed with 32 s.f. per student, larger than the minimum required 600 s.f. and rectangular in shape. Several classrooms have operable walls to provide a variety of learning space. Small group rooms are also provided to extend the range of learning space size.
- [4.11.5.] In the new concept design, the Library is located at the "heart" of the school, adjacent to the main entrance. A section of the library space is two stories in volume. The space shall have exterior windows with window shades.
- [4.11.6.] In the new concept design the Computer Lab is located in the quieter, instructional wing of the building. The space shall also accommodate Distance Learning activities. The space shall have window shades to control lighting. Another computer area shall be in the general use area of the Library. Two computer stations are planned for all classrooms and science rooms.
- [4.11.7.] The Distance Learning lab shall be located in the Computer lab. The proportion of the room and finishes shall be determined to enhance the acoustical properties of the space.
- [4.11.8.] Science Labs are located on the 6th, 7th & 8th grade wings. The labs shall have demo tables, wet student stations, and emergency eye wash devices. The science rooms shall have adjacent science prep rooms.
- [4.11.9.] The Family Consumer Science lab shall be accommodated in a Science Classroom.
- [4.11.10.] The concept design shows the Band classroom located in the activities area of the building near the stage. The room shall be acoustically and mechanically separated from the other spaces. Instrument storage shall be along the periphery of the room or in the music hallway.
- [4.11.11.] The Concept design shows the Vocal music classroom located in the activities area of the building near the stage. The room shall be acoustically and mechanically separated. The room is next to the stage serving as a green room for stage performances.
- [4.11.12.] In the concept design the art room is located on the edge of the instructional wing in the heart of the school. The space has exterior windows with an inspiring view of pikes peak.
- [4.11.13.] The concept design locates the Technical Education classroom at the end of the activities wing. The room shall be acoustically and mechanically separated from the other activity spaces. The tech classroom is also adjacent to the existing district Wood and Metal shops for potential program connections.
- [4.11.14.] The concept design shows the performing arts support space is adjacent to the stage. The storage area is side stage. A ramped hallway connects backstage to the music wing so that the vocal and music classrooms may act as green rooms. The Practice rooms in the music wing shall be wet so the spaces can double as dressing rooms.
- [4.11.15.] The concept design shows a food preparation kitchen located adjacent to the service/ receiving area and next to the cafeteria.
- [4.11.16.] In the concept design the cafeteria space is shaped to act as the "House" to the raised stage. The exposure is southeast so day lighting and view windows shall be accommodated. The volume in the cafeteria will be as required for a performance space. Light control shall be as required of a performance space. The stage shall have the curtains and lighting appropriate for middle school performances.
- [4.11.17.] The concept design locates the Gymnasium in the Activities side of the building. The size shall accommodate a regulation basketball court and shall be divisible into smaller teaching stations. The gym shall have the typical equipment including divider curtain, basketball goals and volleyball sleeves.
- [4.11.18.] The concept design locates Weight Training room adjacent to the Gym and existing play fields.
- [4.11.19.] In the concept design the boys and girls locker rooms are adjacent to the Gym. The rooms shall have lockers and separate toilet rooms. Offices for instructors shall be incorporated in the locker space.
- [4.11.20.] In the concept design the Administrative space is located at the main entrance to control visitors entering the facility. The Administration area shall include reception, faculty bathrooms, conference areas and counseling areas. Student and public toilets are located throughout the building. Custodial spaces shall be located adjacent to the toilet areas. The receiving area is located off the service drive.
- [5.1.] For facilities that conserve energy through High Performance Design (HPD). The new facility will be a high performance building that is energy and water efficient, has low life cycle costs, is healthy for its occupants, and has a relatively low impact on the environment.
- [5.1.1.] An integrated team will be formed to pursue LEED Gold certification.
- [5.1.3.] The conceptual site design provides responsible storm water management and will be landscaped to reduce water consumption.
- [5.1.4.] The conceptual building plan minimizes the building footprint with a two-story academic wing.
- [5.1.5.1.] Five percent of on-site parking spaces shall be reserved for low emission vehicles.
- [5.1.5.3.] Three parking spaces per classroom will be provided.
- [5.1.5.4.] Overflow parking will be provided in open grassy areas for large sporting events.
- [5.1.6.] The concept plan utilizes the existing middle school site and municipal infrastructure.
- [5.1.7.] The facility be joint-use accommodating community activities.
- [5.1.9.] Passive solar techniques will be utilized.
- [5.1.10.] For utilizing energy efficient and or renewable energy strategies. The new facility will employ a geothermal exchange system with heat pumps. The Governor's Energy Office was consulted on this system. The GEO recommends geothermal on all projects, and they feel that it is especially applicable to school buildings.
- [5.1.20.] Existing deciduous trees will be maintained on the south east side of the new building. The conceptual landscape design utilizes filtration of storm water.
- [5.1.21.] To employ cool or green roofs to reduce heat island effects with the use of white EPDM.
- [5.1.23.] Providing a tight and well insulated building envelope with a minimum wall thermal value of R-19 and roof thermal value of R-30.
- [5.1.24.] Vestibules will be provided at main entrances to minimize loss of conditioned air.

[5.1.25.] For use of sustainable building materials where possible.

[5.1.26.] For educational display of high performance design site and building features.

[5.5.] For training district staff on maintenance of a high performance facility for optimum performance and life span.

How does the Applicant plan to Maintain this Project if it is Awarded:

The current middle school building requires approximately \$120,000.00 per year to maintain its operation. Because of the efficiency expected to be built into a new middle school facility the resources required to maintain the new building are expected to be less than current allocations. With the current district resources it is highly unlikely that the district will be able to set aside adequate funds to completely replace the middle school at the end of its useful life. With this in mind the district will annually budget resources required to meet the following capital renewal budget maintenance plan.

PROCEDURE

The district's fiscal office in conjunction with the maintenance department is responsible for implementing and maintaining a comprehensive planned maintenance and capital renewal program. The program is to provide systematically for the maintenance of district-owned facilities, the renewal of infrastructure and facilities based upon subsystems' predictable lifecycles, and the long-term elimination of deferred maintenance. The program shall be managed in a manner that will facilitate the timely completion of all identified tasks.

DEFINITION

Within the Ellicott School District 22, maintenance work shall be defined as the work necessary to keep all district-owned facilities in good repair and operating condition. This work includes maintaining, operating, and repairing utility systems; e.g., electricity, water, gas, heat, ventilation, air conditioning, plumbing, sewage, and elevators. It also includes maintaining and repairing basic components of district buildings, and grounds; e.g., covering, wall covering, doors, windows, hardware, turf, sidewalks, streets/parking lots, and ancillary facilities or equipment.

GUIDELINES

District plant management shall incorporate the following:

1. A bi-annual physical audit of each facility to identify maintenance/repair requirements in the planned/maintenance program;
2. A bi-annual facility condition report;
3. An annual five year projection of capital renewal costs of facilities and infrastructure based upon major subsystems' lifecycles;
4. An annual deferred maintenance estimate, exclusive of the annual capital renewal projection cost;
5. A bi-annual audit and listing of maintained equipment, including:
 - a. Nomenclature (type, size, capacity, manufacturer, etc.)
 - b. Location
 - c. Condition
 - d. Maintenance tasks and frequencies
 - e. Maintenance schedule
 - f. Cost data
 - g. Lifecycle
 - h. Warranty coverage;
6. A bi-annual review of equipment identified for replacement;
7. A computerized work order system to carry out identified maintenance tasks and which will reasonably account for the total allocated resources;
8. A current comprehensive schedule for all maintenance and capital renewal work through a computerized work order system;
9. Policies and procedures for effective materials management with resultant written records demonstrating internal controls over the purchase, storage and use of plant operations department materials.

District 22 plans to be allocating \$100,000.00 annually to the capital renewal account to maintain a new middle school. With the current district resources it is highly unlikely that the district will be able to set aside adequate funds to completely replace the middle school at the end of its useful life.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$100,000

CDE Comments:

Funded FTE Count:	772	Bonded Debt Approved:	\$3,935,000
Assessed Valuation:	\$30,474,430.00	Year Bonded Election Approved:	1999
PPAV:	\$39,474.65	Bonded Debt Failed:	
Bonded Debt:	\$3,130,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$6,094,886.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	51.35%	Median Household Income:**	\$15,695.00
Bond Capital Remaining:	\$2,964,886.00	Free or Reduced Lunch %:	61.15%
Existing Bond Mill Levy:	18.5	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

Current Grant Request:	\$14,972,053.00
Current Project Match:	\$151,232.00
Current Total Project Cost:	\$15,123,286.00
Previous Grant Awards:	\$0.00
Previous Matches:	\$0.00
Future Grant Requests:	\$0.00
Future Matches:	\$0.00
Total for all Phases:	\$14,403,130.00
Cost Per Sq Ft:	\$218.00
Cost Per Pupil:	\$38,104.00

Affected Sq Ft:	66,095
Master Plan Complete:	Yes
CDE Minimum Match Percent:	13
Actual Match Provided:	1
Was a Waiver Letter Required:	Yes
FCI:	50.16%
CFI:	84.20%
Inflation:	3
Davis- Bacon Wage Requirement:	\$788,204

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Corridor Community Academy – CCA Campus

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	11,760
Replacement Value:	\$1,782,934
Condition Budget:	\$105,131
Total FCI:	5.90%
Energy Budget:	\$0
Suitability Budget:	\$1,365,600
Total RSLI:	59%
Total CFI:	82.5%
Condition Score:	4.71
Energy Score: (20%)	0.35
Suitability Score: (40%)	3.16
School Score:	3.22



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: CORRIDOR COMMUNITY ACADEMY

Project Rank: 0.85

County: ADAMS

Applicant Priority #: 1

Project Title: New PK-6 School

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

GENERAL PROJECT SUMMARY:

The purpose of submitting this BEST grant application is to obtain partial funding for a replacement school for the Corridor Community Academy (CCA). CCA's facilities are currently comprised of two large modular units which are not only deficient, deteriorating and past their useful life, but also pose a critical health and life safety issue to the students and staff due to water and mold infiltration issues as well as the issues with the sanitary sewer system (all of which is further outlined below in the "Deficiency" Section). It is because of these issues, which are present in temporary modulars nonetheless; CCA is pursuing a new facility. The goal of CCA is to provide a permanent, safe, and healthy learning environment for their students that aides in allowing them to achieve academic excellence.

The Corridor Community Academy opened its doors in 2004 to a Kindergarten thru 5th grade student body for the 2004/05 school year. Despite being constrained by their current facilities, CCA has since grown to a K-8 school due to the demand of the students and parents who have seen the importance of what CCA has to offer. CCA provides Core Knowledge curriculum to their Kindergarten through 8th grade students (see exhibit on Core Knowledge for additional information). Student and staff counts for CCA during the 2009/2010 school year were approximately 115 students and 13 total staff members. The growth trend for the school continues to be strong and is expected to increase over the coming years, especially if they are able to provide safe, sound, and functional facilities (see the exhibit with student counts for additional information on population trends). CCA continually exceeds state standards and always performs well above the state average as reflected in their CSAP scores. Due to their outstanding performance, excellent curriculum, and solid reputation CCA draws students from several area school districts from as much as over 30 miles away (see the exhibit showing students by area).

Although the CDE Facility Assessment is not yet available to draw information from, we believe this grant application brings to light the issues faced by CCA as well as an appropriate, well thought out solution to those issues that addresses the schools current needs.

Issue: School Replacement

Deficiencies Associated with this Issue:

DEFICIENCY:

The following items are deficiencies that have been noted in either the Classroom Building (K-4), the Main Office Building (5-8 and Administration), or both:

1. Water infiltration through poor roofing/flashing construction, poor subsurface soil conditions, and an inadequate and poorly functioning sump pump system has allowed mold growth to occur both in the crawl space of the modulars and in the walls of some of the classrooms (see the Indoor Air Quality exhibit).
2. Poor site drainage and the lack of a proper student drop-off and pick-up area has created a situation in which students are dropped off and picked directly in the street in front of the school. This street happens to be the same street high school students use to get to school. There have been several close calls with students and cars creating a significant life safety issue.
3. The sanitary sewer system in the main office building requires an ejector pump to transfer sewage to the mainline in the adjacent street. This configuration has failed on numerous occasions causing sewage back-ups beneath the modular.
4. Movement between the two modulars creates a security risk. Exterior doors must be left unlocked to allow the students to access the office and then get back to the classroom when needed. Due to this anyone can walk directly into the classrooms in the modulars unattended without checking into the office.
5. Site lines are an issue with the existing facilities. Entry doors to the K-4 classroom building have no windows which also causes a security risk. Even if the doors are locked you cannot tell who you are allowing to enter the building when you answer the door.
6. The modulars do not have the structural support to function as a safe tornado shelter in such an event (which is possible due to Bennett and Colorado's eastern plains being included in Tornado Alley). Students and staff currently have to run 200 yards to the nearby district middle school to seek safe shelter.
7. There is no building intercom system to provide emergency notification to students and staff in the event of severe weather events, unauthorized access, etc.

8. The foundations for the modulares consist of wood framed foundation walls on concrete footers. The wood is molding and deteriorating due to the standing water which frequently accumulates beneath the modulares. Even when sump pump systems are functioning properly damp muddy soil remains a constant.
9. Because of the poor foundation conditions there has been significant movement of the modulares causing separation of the roof, ceiling, wall and floor systems in some areas. Although these issues have been fixed on a “as needed” basis, they continue to be problems since the modulares continue to move.
10. The modular units do not have adequate acoustical insulation causing even “normal” classroom noise to impact adjacent classrooms which is detrimental to the learning environment.
11. The temporary modulares have a poor building envelope which contributes to hot/cold classrooms and extreme fluctuations in energy bills. The building systems are inefficient. The heating system is electric not gas (and certainly not high performing).
12. The classroom and administration areas need to be expanded. These spaces are undersized and inadequate. The Core Knowledge curriculum has teachers combining art, music, science, etc. into their classrooms. This requires more space than what they currently have, which is only approx 600 square feet in some classrooms. The Kindergarten room is far less than the required 1,000 square feet and it does not have a dedicated bathroom which is required per CCA Construction Guideline 4.10.2.
13. The classroom ceilings are only 8’ which contributes to a enclosed feel in the classrooms. Ceiling heights in classrooms should be no lower than 9’ per CCA Construction Guideline 4.10.5.
14. The school lacks security camera coverage and monitoring equipment.
15. Site lighting is needed for safer parking and building access during early morning or evening hours.
16. The school lacks appropriate landscaping (landscaping is mostly mud).

Proposed Solution to Address the Deficiencies Listed Above:

SOLUTION:

Due to the life and health safety issues related to the deficient temporary modulares, as well as the growing needs of CCA, it has been determined that a permanent replacement school is the correct solution to address the current needs of CCA.

The sections below help to provide insight as to how the different pieces that makeup the current solution came about. This includes the land, the plan/drawings, the budget, and a summary of the benefits the project will provide to CCA.

LAND:

CCA’s temporary modulares are currently situated on land that is owned by the Bennett School District 29J (the land happens to be low lying land that serves as an area for surface water drainage away from the District’s main campus). They do not lease the land to CCA, rather they simply allow CCA to use the land at no cost. This agreement has worked well over the past years; however, if a permanent facility is to be built the district will not allow CCA to use their land. The district may need this land at a later date as their program grows.

With the existing site unavailable, CCA set out to find a suitable site that met the following criteria: size of site must be suitable only for current and foreseeable needs; site must be within the limits of the Town of Bennett; site must be within a reasonable distance from Town water/sewer; site must have gas/electrical/phone utilities easily available; site must be near/off previously improved roads to allow for easy access to the facility; site must not require improvements to major roads/highways; and, if possible, site should be near parks, open space, or other areas of recreation.

Once the site criteria were determined, CCA began working with one of their school board members, Vic Cram, who is a licensed real estate broker (Mr. Cram was not contractually hired by CCA and has provided his services at no cost). Vic identified several possible project sites, however, all but one site fell short of the criteria which had been outlined. This was mainly due to the sites being too large for CCA’s needs, utilities not being easily available, or the sites were located of a main road that would possible require heavy improvements such as AC/DC lanes.

The site that met all criteria mentioned above is known as the Highway 79 site (see the exhibits section for the property listing). This site is 3.86 acres which provides enough space for CCA’s current needs but also allows for a building expansion of approximately 6 classrooms in the future. The site is located in the Town of Bennett and has all utilities and infrastructure readily available. Water and sewer mains were recently upgraded due to the new King Soopers which was built approximately one mile south of the site. The site is situated off Highway 79, but would be accessed off of Centennial Drive. Highway 79 has a speed limit of 35 mph and already has AC/DC lanes in both directions where is intersects Centennial Drive. There is a walking/bike path along the east side of the site that connects the various subdivisions in Bennett with each other and with the King Soopers. The trail has a pedestrian cross walk across Highway 79 and is scheduled to get a flashing light. The site is also adjacent to the Charles Muegge House (a historical building and museum) and is also within walking distance (approx. 150 yards via a paved walking/biking path) to the Bennett Recreation Center. The Town of Bennett is in support of the project and has expressed their interest in partnering with CCA. The Rec Center facilities could support physical education classes for CCA as well as afterhours clubs/classes. CCA would be open to allowing the community use of their cafetorium for meetings and other events.

The cost to purchase the Highway 79 site is listed at \$588,500. This cost has been included in the project budget. Although this is the preferred site for the project a letter of intent (conditional upon approval of a BEST grant and available matching funds) has not yet been

executed. Vic Cram has discussed the school's interest in the property with the owner, Valley Bank and Trust, and they are very interested in helping CCA achieve their goal of a new facility.

PLAN/DRAWINGS/DESIGN NARRATIVE:

The project architect, Jack Paulson, has been working with CCA to understand their issues with the temporary modulars and also to understand their needs moving forward. The programming sessions have gone well and Jack has been able to provide a space plan and building design that not only meets the needs of CCA, but does so in a way that utilizes the building to its fullest potential and minimizes the amount of circulation square footage in the building (see the Space Plan and Occupant Load exhibits for a breakdown of building square footage).

To date, Jack Paulson has created a preliminary/schematic project site plan, floor plan, elevations, and design narrative (see the appropriate exhibits). Although these items are preliminary at this point, and will be revisited should BEST funding be approved, they clearly illustrate the hard work and thought that has gone into the design of the project thus far. The plans show how the building will fit on and interact with the site, how the school and classrooms will be laid out, and also what materials the new facility would be constructed of.

BUDGET:

The construction budget was completed by Elder Construction and is based off not only the schematic drawings completed by Jack Paulson, but also on their recent historical costs from similar charter school projects.

The detailed project budget is inclusive of all construction work and also all soft costs such as design and consulting fees, planning and permitting fees, utility fees, site survey fees, inspections and testing fees, finance and insurance fees, building systems/infrastructure costs, FF&E costs, owner contingency, and escalation costs.

The budget does not include any costs to cover the premium for Davis Bacon wage rates. If the project is awarded a BEST grant and if Davis Bacon wages are required the cost increase would be approximately 4% of Division 1-16 construction costs, which is approximately \$135,500.

BENEFITS OF THE PROPOSED PROJECT INCLUDE:

1. The life safety and health issues previously noted above will be addressed in the construction of the new school, including but not limited to: mold issues; proper site drainage; site circulation for proper student drop-off; an automatic fire alarm system; an emergency notification system; sanitary water systems will function properly, building site lines and building access will be controlled, etc.
2. Commercial construction building techniques will be utilized to ensure the building envelope keeps moisture out of the walls of the building, the foundation, etc.
3. The building will have the structural support and core areas that can be used in case of emergencies, such as tornados.
4. A building intercom system will allow administration to provide direction to classrooms during an emergency.
5. Classrooms will be properly sized to allow for efficient use by the students and teachers while fully utilizing the space at the same time (i.e. classrooms are large enough to accommodate the Core Knowledge curriculum while not being larger than what is necessary).
6. The new school will combine all programs/classes under one roof, allowing for increased student security through a single point of access to the building which can be monitored by school staff.
7. A new parking lot pickup/drop off location will increase student safety and better serve the students and parents.
8. Site lighting will increase student safety during early morning hours and evening.
9. Students will have easy access to the abundant facilities offered by the Bennett Recreation Center (aquatic center, full size gymnasium, weight equipment, athletic fields, etc.). This is extremely beneficial due to the fact that CCA was able to save several thousand square feet from their program by not incorporating a full size gymnasium.
10. If the school grows drastically in the future the planning of this project would allow for the school to be expanded to the north. Not only does the new school requested in this grant take into account the current needs of the school, it also "thinks ahead" and works into the future planning of CCA's facilities.

How Urgent is this Project:

URGENCY:

In order to alleviate the immediate health and life issues surrounding the current modular setup this project must be completed as soon as possible. The temporary modulars that currently serve as the school facilities are past their useful life and will need to be replaced in the near future. Consequences of not completing this project include the fact that the numerous health and safety concerns outlined above will continue to exist which poses a threat to students and staff.

What is the Cost Associated with this Project:

\$5,182,704

How Does this Project Conform with the Construction Guidelines:

PROJECT'S CONFORMANCE TO THE PUBLIC SCHOOLS CONSTRUCTION GUIDELINES:

CCA and the Project Team have reviewed the Capital Construction Assistance Public School Facility Construction Guidelines adopted 10/7/09 and can state that the District expects the design and construction of the project being applied for to conform with these Guidelines as applicable to this project. The Project's current design, scope, and intent is in line with most Sections of the Guidelines. Additional information on each Section is listed below:

Section One (life and safety) – The project will include all life and safety items 3.1 through 3.19. This includes but is not limited to items such as: a sound building structural system; a weather tight roof that drains water positively off the roof and away from the building; a continuous and unobstructed path of egress from any point in the school; a potable water system; a fire alarm notification system; hazardous materials will not be used in the construction; an intercom/phone; secured facilities and a main entrance; safe and secure electrical service and distribution system; a safe and efficient mechanical system; healthy indoor air quality; a sanitary school and food preparation area; safe labs with proper storage areas for chemicals; a facility that complies with the American Disabilities Act; safe separation of pedestrians and vehicle traffic.

Section Two (facility programming/learning environment) – The project will include items 4.1 through 4.11 (4.12 and 4.13 are not applicable to this project as they relate to high school facilities and PK-12 rural facilities). This includes but is not limited to items such as: high quality, durable, easily maintainable materials and finishes; facilities that accommodate No Child Left Behind and the State Board's model content standards; facilities for individual learning and classroom instruction; administrative offices with the hardware/software for web-based activities; facility will meet the recommended size; daylight and views will be provided; acoustical materials will be used to reduce noise; special education classrooms; classrooms will accommodate a maximum of 25 students; library/media center/computer lab, distance learning labs; science lab; band, arts – taught in the classrooms; gymnasium, etc.

Section Three (High Performance Certification Program requirements) – The project will include many items included in 5.1, 5.2 and 5.5. This includes but is not limited to: a facility that will conserve energy through High Performance Design; a LEED accredited project team member; reducing building footprint; minimizing parking; utilizing existing site and infrastructure; utilizing passive solar techniques; utilize energy efficient strategies; meter utilities; design site lighting to have minimum impact; commission mechanical systems; landscape with drought tolerant plants/trees; employ white roofing materials to reduce heat island effects; provide vestibules; green building materials; establish preventative maintenance tasks.

Section Four (rehabilitation vs replacement costs) – The project team has reviewed items 6.1 through 6.7 and they will be conformed to as applicable.

How does the Applicant plan to Maintain this Project if it is Awarded:

Once the project is completed CCA will accept full responsibility to ensure that the building and all systems associated with the project are properly maintained.

The school currently has no in-house maintenance staff. Janitorial work is contracted out to a local cleaning company and the maintenance related work generally not involving skilled or licensed labor is completed by parents (who are required to volunteer 40 hours of their time to the school on a yearly basis) through CCA's Weekend Warrior program. This would continue in the new facility. The school would be cleaned daily by an outside janitorial/cleaning company. General maintenance items such as washing windows, maintaining landscaping, changing bulbs, painting, fixing door hardware, maintaining toilets, etc would be tracked and monitored in a maintenance schedule by the school administration and completed by parents. Maintenance work requiring skilled plumbers, electricians, roofers, etc. will be hired out to qualified firms, who are local when possible.

Preventative maintenance work will be tracked by the school administration. In conjunction with the Architect, General Contractor, and Mechanical/Electrical/Plumbing Subcontractors the administration will develop a Preventative Maintenance Program for the new school. The major components of the program will include: detailed files with documentation on all major systems including record drawings, O&M manuals, photos, services records, etc; annual, semi-annual, etc inspections as appropriate for these systems; corrective action plans; an energy management program; training programs; work evaluation forms and annual program updates. Major systems/items that would be part of the program would include, but not be limited to: roofing, boilers, HVAC components, electrical systems, life safety systems, kitchen equipment, plumbing systems and restrooms, floor coverings, etc. Any preventative maintenance work will be hired out to qualified firms capable of properly completing the work.

To provide for the future care and maintenance of the proposed project CCA will budget for future maintenance costs annually. The following budget numbers may be revised after design documents are fully complete and the building systems/construction materials have been finalized, as well as once the preventative maintenance needs and life cycles of major building systems have been identified.

The funding for day-to-day maintenance of the new project would come from the Maintenance and Repair line item in the General Fund which covers general repairs of minimal or ordinary costs. Historically the yearly amount budgeted in the Maintenance and Repair line item in the General Fund has been \$10,000 and by adding an additional \$10,000 to that line item we believe we will be more than able to adequately maintain this new facility.

The total annual amount allocated to the Capital Renewal Budget for costs associated with this new facility is projected to be \$10,000 a year. This will be used in the event there is a non-routine maintenance repair that needs to be completed that is of a substantial cost. In addition, the funds in the Capital Renewal Budget will aid in replacing the project and the end of its useful life.

The total funds available to maintain the facility each year will be approximately \$20,000 with an additional \$10,000 set aside to replace portions of the project at the end of their useful life – equaling a total of \$30,000 a year.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$30,000

CDE Comments:

THE APPLICANT HAS MET THE THREE MONTH NOTIFICATION AND HAS BEEN CHARTERED FOR MORE THAN FIVE YEARS AS REQUIRED IN STATUTE. THIS PROJECT WILL NEED TO COMPLY WITH THE HPCP. THEY HAVE PROVIDED A LEED CHECKLIST AND HAVE DEMONSTRATED THEY CAN MEET A LEED GOLD CERTIFICATION. BENNETT SCHOOL DISTRICT SUPPORTS THIS PROJECT.

Funded FTE Count:	96	Bonded Debt Approved:	
Assessed Valuation:		Year Bonded Election Approved:	N/A
PPAV:		Bonded Debt Failed:	
Bonded Debt:		Year Bond Election Failed:	N/A
Total Bonding Capacity:		2009 Bond Election Results:	N/A
% of Bonding Capacity Used:		Median Household Income:**	
Bond Capital Remaining:		Free or Reduced Lunch %:	1.04%
Existing Bond Mill Levy:		State Financial Watch:	No
Who Owns the Facility:	3rd Party	Charter School Fund Balance:	\$16,483
If it's a 3rd Party Explain:	The current modulars are leased by CCA	Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:	If charter school ceases to exist, Bennett School District 29J would own the facility.		

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$4,847,909.00	Affected Sq Ft:	19,984
Current Project Match:	\$599,179.00	Master Plan Complete:	No
Current Total Project Cost:	\$5,447,089.00	CDE Minimum Match Percent:	40
Previous Grant Awards:	\$0.00	Actual Match Provided:	11
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	5.90%
Future Matches:	\$0.00	CFI:	82.50%
Total for all Phases:	\$5,187,704.00	Inflation:	3
Cost Per Sq Ft:	\$259.00	Davis- Bacon Wage Requirement:	\$135,500
Cost Per Pupil:	\$45,110.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Elbert 200 – Elbert K-12 School

Number of Buildings:	2
All or Portion built by WPA:	Yes
Gross Area (SF):	52,947
Replacement Value:	\$15,786,648
Condition Budget:	\$7,373,355
Total FCI:	46.71%
Energy Budget:	\$0
Suitability Budget:	\$3,657,700
Total RSLI:	19%
Total CFI:	69.9%
Condition Score: (60%)	2.66
Energy Score: (0%)	3.60
Suitability Score: (40%)	2.92
School Score:	TBD



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ELBERT 200

Project Rank: 0.79

County: ELBERT

Applicant Priority #: 1

Project Title: PK-12 School Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Due to numerous significant health and safety issues that have been identified in our current facility, the District is seeking funding to build a new P-20 facility just north of our current site. Based on our Master Plan and information contained in the CDE Statewide Facility Assessment, a new building is our district's only practical option. It would not be prudent for the District to resolve the most critical health and safety issues within our current facility as it has far exceeded its useful and designed life. The current Statewide Assessment has the buildings valued at approximately \$15.7MM with a minimum of \$ 10.9MM needed in repairs.

At the January 26th, 2010 School Board Meeting, the board voted unanimously to pursue building a new facility on the current site. The primary reasoning behind their decision is that it is the most economical. Two other options were investigated and eliminated as documented in our Master Plan.

The new facility would alleviate all the health and safety issues identified as well as add a useful life of 50+ years which is obviously a much wiser investment for the taxpayers of Elbert. The new facility will be a P-20 LEED certified gold rated building. To make this option a reality, the District plans to receive a vote in favor of this project from the CDE BEST Board and a stamp of approval from the State Board of Education by August 2010. Our Building Committee has created an aggressive plan of action to educate the voters to successfully pass a bond for approximately \$3.5MM. This bond amount is the required 20% matching funds of our assessed valuation. The Building Committee has also assisted the District by hosting numerous public information sessions over the last five months and has documented an overwhelming positive response in support of this project. After a successful election on November 2, 2010, the District will hire an Owner's Representative and will contract with an Architectural Firm to begin design on a new P-20 facility. During the Master Planning process, SLATERPAULL Architects created a conceptual plan for such a project. The new facility will be approximately 72,000 square feet. The plan has classroom space that meets the recommended square footage by the BEST board and will bring Elbert's educational abilities to 21st century learning environment standards. Our District is considered a one-round school in that we offer one class per grade level with approximately 15-22 students per class. The concept of P-20 is not new to us as we currently offer dual credit college courses to students. The new building will enhance the continuation of this practice by modernizing technology and make it more available to all users. We have included ways to add on to the facility if the need for future expansion should arise.

Although current enrollment has declined slightly in the last several years, at this time it is holding at a steady 240 students per year. This past school year our building held as many as 277 students. We believe the slight decrease in numbers is due to the national economic crisis and also that the local cost of living is above average. As a neighbor to three of the fastest growing districts in Colorado (Elizabeth, Douglas County and Falcon), our enrollment continuously fluctuates as families are attracted to our small town atmosphere. Unlike other rural districts in Colorado with declining enrollment, we are confident our numbers will stay steady as we are a bedroom community for both Denver and Colorado Springs. It is worthwhile to note that our school has held up to 300 students in the recent past and several new homes have been built in our District boundaries since that time and are readily available. We feel it is vitally important to maintain a school in this community for years to come as it will always be home to families with children to educate.

Issue: School Replacement

Deficiencies Associated with this Issue:

The following deficiencies were identified as the health and safety issues of the current facility:

- Foundation/Structural Integrity – Documented cracks and heaving of the foundation create a huge potential for the facility/roof to collapse due to movement or snow/water loads (see uploaded photos- crack in parapet wall, deteriorated foundation, and hand under raised sidewalk). During the week of February 23rd, 2010, the district was privileged to have three structural engineers visit the site to assist district personnel in determining the most critical areas of concern within our current facility. As a serious unforeseen problem, the engineers noted one of our most critical structural concerns is our 1997 addition for two reasons. The area shows more stress cracks and movement than any other area in our facilities and there is also water penetrating the wall to the inside of the building causing moisture-related problems. Also noted during the visit were several foundation issues; specifically foundation cracks that run the length of the structure, as well as a crack in the parapet wall that runs the entire length of the original 1936 portion. They noted the gymnasium could not be saved due to the crumbling foundation and the inability to hold current snow load requirements. As depicted in the uploaded photo, the ground movement is so significant in some areas that an entire adult hand can be placed between the building and sidewalk.
- Deteriorated Roof Systems – The system is compromised, leaking, and has improper drainage resulting in mold, wood rot, and the potential for collapse (see appendix photo page of roof deficiencies). The current roofing system has been compromised and there are numerous significant areas of leaking. The situation saw some improvement last fall because of a small grant from the Capital Construction Committee which was used to put another layer of foam in the most severe area. This "band aid" was to temporarily fix the worst of the leaks until the Statewide Assessment was completed and a Master Plan was created outlining the District's long term goals for the current facility. The current

roof system is comprised of wood decking over wood joists to supposedly create a ¼” per foot slope for positive drainage. However due to numerous layers of Sprayed Polyurethane Foam (SPF) over the original roof assembly, positive drainage does not occur. In fact, there are areas of the roof that act as a bathtub holding water and do not allow any drainage. Several of the drains have been foamed over causing severe ice damming in winter months. Wood rot is evident on the fascia of the roof areas where water drains over the roof edge rather than through the internal drains. In 2004 the roof collapsed in one area due to the inability to handle the snow load, which can easily happen again. Also the gym roof is the original galvanized panel system that shows extreme rusting. The design of this roof system and the HVAC did not take into consideration temperature differences between inside and outside which cause considerable condensation to drip directly on the playing floor. This creates a hazardous condition for athletes, staff, and patrons. As an additional note, the District has applied for funding from the Capital Construction Committee to replace the roof system for the past three years. However, these requests have been denied as the committee would not approve the spending of over \$1MM to replace a roof system on a deteriorated building that had already outlived its useful and design life.

3. □ Emergency Egress – Drainage issues have caused the upheaval of sidewalks which has made some emergency doors impossible to open as well as icy and non-ADA compliant. There is no sprinkler system, no fire-rated separation automated closures or smoke seals (see uploaded photo – hand under sidewalk and emergency egress). In two elementary classrooms the outside exit door will not open as the ground movement has pushed the sidewalks so high. The District has tried to remedy the problem by cutting off the doors so they can open, however in a few weeks the ground shifts again. Cutting the doors also allows water runoff, cold wind and snow to seep into the classrooms. As depicted in the emergency egress photo, students must exit out of many classrooms into an outside area that does not allow for snow or ice removal. In this area, roof drains are configured in such a way that excessive water is deposited which remains icy most of the year because of lack of sunlight. This is a hazard for our typical students and staff, but extremely dangerous for two of our handicapped students. These students have multiple handicapping conditions including use of a wheelchair and these exits are impossible for them to use without the assistance of a large male adult. We do practice emergency drills for such a case, but even in the best of circumstances these students and accompanying staff members are placed in harm’s way and potentially create a huge liability for the District. The fire code issues speak for themselves, as they meet code for our old building, however in the event of a real fire the new code requirements will protect our students and staff.

4. □ Non-ADA Compliance – A wheelchair-bound student must be carried out of the building by an adult in the event of an emergency because most escape routes and exits are non-compliant. In general, our handicapped students cannot safely exit the building on their own because of this. Classrooms and restrooms are largely inaccessible to wheelchairs because of size and layout; for example our student in a wheelchair must have an adult maneuver her in the bathroom stall. And our elementary wing is accessible by stair only (see uploaded photo – stair only access to elem.).

5. □ Modular Use - Preschool and Kindergarten students (3-5 years) housed in a modular must cross the main thoroughfare and student/staff parking lot to access the main facility for some of their classes: music, PE, art, library, lunch, etc. (see uploaded photo – PS-K pathway to main bldg.). The safety of our youngest students is compromised up to eight times a day as they cross this high traffic area. This is not only dangerous because of moving vehicles by also because of road conditions in the inclement weather.

6. □ Playground Area – Aged, deteriorating equipment that has outlived its expected life is recommended for replacement. The playground area lacks any open field space and children play on asphalt in a main driving entrance to the school (see uploaded photo – playground in middle of road). Per the fire department, driveway access cannot be blocked off even during recess times which create safety hazards from vehicles entering or leaving campus.

7. □ Electrical Hazards – Old cloth wiring without a ground creates fire hazards. The old wiring also jeopardizes the safety of the custodial staff when electrical issues are addressed. Inadequate electrical outlets throughout the building cause an overuse of extension cords and possible tripping hazards. The lack of emergency lighting or back-up generated power creates safety issues in the event of an emergency.

8. □ Plumbing – Significant rust has been found in the water supply and lead and copper levels are above the minimum contaminant levels. As indicated in the Statewide Assessment, these levels are above the State standards creating unhealthy drinking water for our students and staff.

9. □ Air quality – Radon levels are recorded above recommended levels in at least three rooms in the oldest part of the school due to poor ventilation in the basement.

10. □ Poor indoor day lighting – Only two classrooms have southern exposure and many classrooms have no windows at all.

11. □ Facility Access – Cars and buses access the school and public library from a steep graded curve which has poor line of site. Because of the hill, cars often come around this curve at excessive speeds which is an extreme hazard for the students on the playground just north of this driving area. This is also true for the students walking down this road to the outdoor sport facilities. Just recently a van ran out of control around this curve and rolled into our playground area. Fortunately no one was injured but there is that possibility everyday.

12. □ Snow and Ice Removal – Numerous additions to our current facility have created pockets in egress areas where it is impossible to remove the snow which creates very icy conditions that last all winter long.

Proposed Solution to Address the Deficiencies Listed Above:

Following are the recommended solutions to the above deficiencies:

1. Foundation/Structural Integrity – the construction of a replacement facility, following and going beyond the “Capital Construction Assistance Public Schools Facility Construction Guidelines” will eliminate the structural concerns of the existing building. The goal is to design and construct a 50+ year building using exceptional building methods such as perimeter, load-bearing walls of reinforced concrete through the use of insulated concrete forms. This system provides, strength, super insulation, and contributes to the building mass which stabilizes temperature swings, thus saving energy. The exterior material is thought to be face brick which provides durability and complements the local vernacular.

2. Deteriorated Roof Systems – the construction of a replacement facility with roof systems that are designed for the correct snow-loads and are detailed to drain water to an exterior and interior roof drainage system that is then tied into the site storm water system will eliminate the current issues with the existing facility.

3. Emergency Egress – the new facility will be designed to meet all current guidelines and codes, which assure that the egress pathways around the building and out of the building, are safe and secure.

4. Non-ADA Compliance – all new facilities must be designed to meet the most current ADA and ANSI guidelines in order to create a universally accessible facility. The new building will invite participation of all students and community members, with no barriers.

5. Modular Use – the construction of a new facility will allow the district to include all grade levels in a single and permanent structure. The building will be durable and energy efficient, unlike modular classroom buildings that were originally thought to be temporary.
6. Playground Area – When the recommended new building is completed, the existing buildings will be demolished, making room for a new and extended playground and play field. This new area will be separated from vehicular traffic, and will be designed to meet current safety standards. It is also an opportunity for the district to look at options for more creative play.
7. Electrical Hazards – the construction of a replacement facility, following and going beyond the “Capital Construction Assistance Public Schools Facility Construction Guidelines” will include a new electrical service that meets current power needs. This will be in conjunction with a system that supports current and future technology requirements.
8. Plumbing – the replacement facility will include use of state-of-art plumbing fixtures with automatic controls and water saving features. The toilet groups will be grouped to save water and extensive piping runs, but also located to best serve the occupants. There will no longer be concerns about water quality in the building.
9. Air quality – With a new mechanical system that uses different means of delivering air to all occupied spaces, the quality of that air will be much improved. The thought is to use a displacement ventilation system throughout, which pulls air in low and carries compromised air away from the students as the air exits the space high. This system is also much quieter, which reduces the noise of typical mechanical ventilation systems.
10. Poor Day Lighting – the replacement facility will be oriented on the site to capture the best natural light for optimal and controlled natural day lighting in all occupied spaces.
11. Facility Access – As part of this grant the District will change the access to the site, with the purchase of property adjacent to the highway. This will provide the means to develop a safer access from the highway to the school site.
12. Snow and Ice Removal – During the design of the new replacement facility, care will be taken to not create pockets around the building where snow can build-up or cannot be easily removed. The goal of the new facility is to have the main entrance on the warmer south side of the building.
A new facility would solve all of the current deficiencies and achieve the requirements to conform to HPCP standards set by the State, which would include achieving LEED Gold and/or Colorado CHPS certifications. The costs that may be associated with these strategies have been accounted for in the cost estimate.

How Urgent is this Project:

Following are the urgent issues that relate to the above deficiencies:

1. Foundation/Structural Integrity - The cracks that continue to increase in number and size must be addressed in the very near future to be assured that the current building is structurally sound. Even if they are determined to be superficial, they do allow water penetration that will cause accelerated deterioration of the entire building.
2. Deteriorated Roof Systems – Once a roof has the number of problems our roof has exhibited, it is very costly and difficult to repair without taking off the entire roof and starting over. As more leaks occur, the interior of the building is jeopardized and the potential for mold to develop in hidden areas and walls increases significantly.
3. Emergency Egress – This is an unfortunate incident waiting to happen. Even though we try our best to maintain a safe path of egress, it seems we are fighting a losing battle.
4. Non-ADA Compliance – It is extremely unfortunate that two of our students have limited access in the building. The students and parents have made the decision to work with us, but this may not always be the case. We are essentially breaking the law.
5. Modular Use – Having our youngest students in a separate facility with unfortunate access to basic program needs such as physical education and food service, is not optimal but currently necessary. Their access route is very dangerous.
6. Playground Area – This is also an accident waiting to happen – a play area that is in the middle of a “road” is not safe, but unfortunately one of the only areas available.
7. Electrical Hazards - As with any “older” electrical service that is overloaded, there is always the potential of “shorts” to occur, starting a fire. Unsafe situations are also present, because of the use of extension cords.
8. Plumbing – The heavy use of water by these older fixtures is unfortunate in an arid climate, but the most dangerous issue is the poor water quality caused by old and rusting galvanized piping.
9. Air quality – Because our children spend such a large number of hours indoors, we find it difficult that the air they are breathing is not as healthy as it should be. We live in the country where the air is relatively clean, but our children are “trapped” indoors, especially in the winter months.
10. Poor Day Lighting – We know that natural day lighting is important, even before the studies confirmed this, but our students are forced to learn in interior spaces with no access to natural light. This also impacts the teachers as well.
11. Facility Access – This access has been of concern for years, but without funds to purchase property and develop a different route, we have had our hands tied and fingers crossed.

12. Snow and Ice Removal – Proper and immediate removal of snow is always high on our list, in order to keep the site as safe for our students as possible. Because this facility has been added on to on several occasions, creating “pockets”, we have found removal to be next to impossible in some locations.

What is the Cost Associated with this Project:

\$18,927,591

How Does this Project Conform with the Construction Guidelines:

Ref: 3.1 – Sound Building Systems- Foundation/Structural - there are cracks in the foundation in several areas throughout the facility, as well as in the parapet wall. The structure in most locations does not meet local snow load requirements.

Ref. 3.2 – Weather-tight roof with proper drainage away from the building - Dilapidated roof system-the current roofing system has been compromised and we have numerous significant areas that leak. In fact, there are areas of the roof that act as a bathtub holding water and not allowing drainage. Several of the drains have also been foamed over causing severe ice damming in the winter months. Wood rot is evident on the fascia of the roof areas where water drains over the roof edge rather than through the internal drains.

Water runoff from the building seeps between the sidewalks and the buildings, which is causing significant movement. Large cracks have developed and heaving at the doorways, compromising our emergency egress routes as the doors cannot be opened. Because the driveways and parking lots have been built-up with overlays over time, they are now inhibiting positive drainage away from the buildings, adding to the problem.

Ref. 3.3 & 3.17– A continuous and unobstructed path of egress from any point in the school & complies with the American Disabilities Act ADA compliance – over 50% of the school does not meet the requirements defined in the guidelines for American’s with Disabilities Act. We have a long staircase followed by two additional steps to access the front office and the only door that remains unlocked for the public to access our facility. We have stairs at both ends of our elementary wing, which makes it impossible for someone in a wheel chair to access this area of the facility let alone leave in an emergency situation.

Ref. 3.10 – Safe and secure electrical service and distribution system – An outdated electrical system results in overuse of extension cords; the current electrical configuration does not allow for any growth; no emergency lighting is provided as required per code; no back-up generator power; and our electrical wiring in the 1936 and 1954 areas is primarily cloth insulated wiring with no ground.

Ref. 3.11 – A safe and efficient mechanical system that provides proper ventilation - Air quality has been a concern and recently that concern was elevated when the district discovered that three rooms within the school have radon levels that exceed an acceptable level. The district is currently checking into how to mitigate this issue.

Ref. 3.18 – A site that safely separates pedestrian and vehicular traffic – the playground area was an area noted in the state-wide assessment that had outlived its expected life and was showing signs of serious deterioration. The system is functioning, but due to the excessive amount of money needed for repair, it is recommended for replacement. The playground area also lacks a place for open field play. Our students are required to play their pick-up football games on the asphalt in the parking lot with drive way access that cannot be blocked off.

At the present time facility access is not optimum as cars and buses must turn into our school off a steep graded curve which has poor site lines. Students must also access our outdoor sports facilities by walking down this hill and by the local bar, which has created some discipline and student safety issues.

Replacement of this facility on the current site provides an opportunity to add safe play areas, revise the traffic pattern to meet CDE guidelines and give the district a high performance facility that will meet all the guidelines while providing spaces for 21st century learning.

How does the Applicant plan to Maintain this Project if it is Awarded:

We currently have one full-time maintenance director that manages the upkeep of the current facility. A yearly maintenance plan is in place to ensure all routine inspections and maintenance programs are followed. He is ultimately responsible for all but the most complex issues within the facility. However, there is money allocated to contract for those unusual issues which arise. Our 3 person custodial staff is responsible for minor in-house maintenance and cleaning. The District anticipates the continued employment of these individuals as assurance that the new facility will be well kept and maintained. We also have a part-time technology coordinator who will maintain and oversee the technology in the new facility.

The District currently has been putting away roughly \$125,000-\$200,000 per year into a building fund to help keep up with the unforeseen maintenance costs of the facility in addition to our typical general fund budgeted operation and maintenance expenses. We have roughly \$600,000 in the building fund to date, and will plan to continue to allocate a minimum of \$125,000 per year. We will use this fund to pay for future unforeseen repairs, continued maintenance, and replacement costs.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$125,000

CDE Comments:

Funded FTE Count:	250	Bonded Debt Approved:
Assessed Valuation:	\$17,928,365.00	Year Bonded Election Approved:
PPAV:	\$71,857.17	Bonded Debt Failed:

Bonded Debt: \$0.00
Total Bonding Capacity: \$3,585,673.00
% of Bonding Capacity Used: 0.00%
Bond Capital Remaining: \$3,585,673.00
Existing Bond Mill Levy: 0
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Year Bond Election Failed:
2009 Bond Election Results: N/A
Median Household Income:** \$22,772.00
Free or Reduced Lunch %: 20.85%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$16,296,655.00
Current Project Match: \$3,577,314.00
Current Total Project Cost: \$19,873,970.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$18,927,591.00
Cost Per Sq Ft: \$262.00
Cost Per Pupil: \$62,992.00

Affected Sq Ft: 72,000
Master Plan Complete: Yes
CDE Minimum Match Percent: 66
Actual Match Provided: 18
Was a Waiver Letter Required: Yes
FCI: 46.71%
CFI: 69.90%
Inflation: 6

Davis- Bacon Wage Requirement: \$399,424

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Montrose Re-1J – Centennial Middle School – HVAC

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	100,800
Replacement Value:	\$26,655,408
Condition Budget:	\$13,801,471
Total FCI:	51.78%
Energy Budget:	\$35,280
Suitability Budget:	\$5,038,400
Total RSLI:	20%
Total CFI:	70.8%
Condition Score:	2.41
Energy Score: (20%)	2.80
Suitability Score: (40%)	4.07
School Score:	3.15



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: MONTROSE RE-1J

Project Rank: 0.79

County: MONTROSE

Applicant Priority #: 2

Project Title: MS HVAC Upgrade

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Centennial Middle School (CTMS) was constructed in 1973-1974. In 2005, the elementary school (Johnson Elementary School) that was located to the north of the school was relocated to a new building. At that time, the school district turned the existing elementary school over to Centennial and as part of the 2002 Bond/Sales Tax voter approved program. With the funds from the voter approved program, a remodel of the elementary building occurred. With its completion, the CTMS campus had two (2) buildings (North and South). The smaller north building houses the 8th grade students along with the administration for the school. The total square footage for the entire campus is 82,577. Located on a major side street (South 5th Street) in the City of Montrose, the campus well recognized and known in the community. The school currently houses 6th to 8th grade, and is one of two middle schools in the city of Montrose. The October 2009 student count reported to CDE for Centennial Middle School was 695.5 FTE. At CTMS, the following educational programs are offered to students. Language Arts, Mathematics, Science, History, Applied Technology, Art, Consumer & Family Studies, Counseling, Foreign Language, Geography, Health, Music, Physical Education and Technology. Additionally, the Athletic departments have been outstanding over the past years and are excellent feeder programs for the High School. Furthermore, the Band/Music program is well known in the community and the Jazz band has won several awards over the last years. In relation to maintenance, CTMS is the largest middle school in the RE-1J portfolio. While the building is aging, maintenance requests are average for the district. There have been approximately 145 work orders since January 1, 2010. The south building was not remodeled in its greatest needs in regard to maintenance have been the aging HVAC system. It is not uncommon for the maintenance department to receive 7-10 calls per week on issues with the HVAC system. Additionally, as the campus is used 300+ days per year with not only school district events but outside events as well. It can be noted that complaints occur quite frequently from the outside users about the unregulated heat/cooling issues with the HVAC system.

In the past years, CTMS was the recipient of a few CDE capital construction grants Those grants included a new boiler plant for the south building. Additionally, the roof was replaced by a CDE grant. Additionally, a lighting upgrade occurred thanks to a CDE grant. With this knowledge, the school district is excited about the B.E.S.T. grant program and is looking forward to requesting additional funding from the program for the schools greatest needs. During the 1990's the school district finances were at an all time low. Consequently, the facilities took a "back seat" within the district. Roofs, safety and general upkeep were not a priority. Thus, several buildings suffered from this deferment. Since 2001, the district has taken an aggressive stance in regard to facility maintenance and upkeep. Whenever possible grants for improvements have been applied for. As previous noted, in 2002, a Bond/Sale tax proposal was given to the voters for their approval. It passed with a 2/3 majority and again as noted, CTMS received the remodel of the north building to its campus. Our request for B.E.S.T. funding this 2010 cycle is based upon a need that has there for several years. The HVAC system in the north building is in serious need of an upgrade. Bighorn Engineering has looked at the building and has made its recommendation to the building. They kept in mind the new boiler plant as they were the engineers on that project. They have noted to us that the building is in desperate need of this requested upgrade.

Issue: HVAC

Deficiencies Associated with this Issue:

Centennial Middle School was built in 1974 and comprises about 73,700 ft on a single level including classrooms, gymnasium, and cafeteria. There are nine existing rooftops on the main building and one rooftop unit on the shop building. These units are manufactured by Comfort Zone (model CZH, units are currently over 35 years old) and are original to the building and are heating and ventilating only (no air-conditioning). The rooftop units have exceeded their useful expected lifetimes. ASHRAE (The American Society of Heating, Refrigerating and Air-Conditioning Engineers) would indicate an expected lifetime for these units of 15 years. The three way heating control valves in the units have failed and heating is being controlled manually. The multi-zone control dampers in the units have failed so dampers have been positioned manually and provide no temperature control. The units provide no mechanical air-conditioning so the units are manually started in the evening and allowed to run overnight to purge the building of heat load and then shut off in the morning (during warmer months). The units provide no outside air ventilation which is a code mandate. The units are started and stopped manually by district personnel because the outside air damper controls have failed and are operated manually. The electric control system has failed and the ductwork distribution system is made of fiberglass duct board and has leakage associated with age and joints that have come apart.

Proposed Solution to Address the Deficiencies Listed Above:

The rooftop units will be replaced with new heating and cooling rooftop units.

The new units would have hot water heat and packaged DX cooling. The replacement units would be considered as variable air volume (VAV) units to provide zone control in the building. As the boiler plant was upgraded in 2004 via a CDE Capitol Construction Grant, the system could be tied directly into the existing boiler plant. The existing electrical system appears to have adequate capacity; however, additional electrical distribution would be installed to the rooftop locations to handle the increased load for air conditioning. The control system for the HVAC system would be replaced with a new direct digital control (DDC) system to control all aspects of the mechanical system and provide potential for energy saving routines. The ductwork will be replaced as necessary and also to install new VAV zone boxes for zone temperature control.

How Urgent is this Project:

While the district has managed the issue for several years, we have been working to maintain the current units with much difficulty. We have in the winter months at least 5 work order request for HVAC adjustments/repairs on a daily basis. The frequency this past year has increased significantly. We feel that at this point it is very urgent to replace the units and lessen the disruption of education in the areas being worked on, along with the cost involved to keep these units repaired.

What is the Cost Associated with this Project:

\$910,000.00

How Does this Project Conform with the Construction Guidelines:

This project conforms to the current construction guidelines. The units are similar to, if not the same as, units we currently have installed in several schools in our district that have recently gone through the permitting process. Further, this campus would better comply with the requirements of the Division of Public and Oil Safety.

How does the Applicant plan to Maintain this Project if it is Awarded:

Warranty to be provided, Maintenance is budgeted annually through General Fund Operating budgets. The maintenance budget averages between \$400,000 and \$600,000 per year and covers all expenses related to upkeep and required repairs within the district. Through this fund any items that are not covered by the aforementioned warranties will be take care of.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$30400.00

CDE Comments:

Funded FTE Count:	6,010	Bonded Debt Approved:	\$23,000,000
Assessed Valuation:	\$539,295,585.00	Year Bonded Election Approved:	2002
PPAV:	\$89,725.58	Bonded Debt Failed:	\$13,000,000
Bonded Debt:	\$9,210,000.00	Year Bond Election Failed:	1999
Total Bonding Capacity:	\$107,859,117.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	8.54%	Median Household Income:**	\$17,463.00
Bond Capital Remaining:	\$98,649,117.00	Free or Reduced Lunch %:	54.84%
Existing Bond Mill Levy:	1.562	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$560,560.00	Affected Sq Ft:	73,700
Current Project Match:	\$440,440.00	Master Plan Complete:	No
Current Total Project Cost:	\$1,001,000.00	CDE Minimum Match Percent:	44
Previous Grant Awards:	\$0.00	Actual Match Provided:	44
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	51.78%
Future Matches:	\$0.00	CFI:	70.80%
Total for all Phases:	\$910,000.00	Inflation:	1
Cost Per Sq Ft:	\$12.00		
Cost Per Pupil:	\$1,307.00	Davis- Bacon Wage Requirement:	\$187,500

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Holly Re-3 – Jr/Sr High School

Number of Buildings:	7
All or Portion built by WPA:	Yes
Gross Area (SF):	89,592
Replacement Value:	\$22,115,954
Condition Budget:	\$10,395,020
Total FCI:	47.00%
Energy Budget:	\$0
Suitability Budget:	\$4,673,000
Total RSLI:	28%
Total CFI:	68.1%
Condition Score:	2.65
Energy Score: (20%)	3.95
Suitability Score: (40%)	4.15
School Score:	3.51



Holly Re-3 – Shanner Elementary School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	21,474
Replacement Value:	\$4,741,563
Condition Budget:	\$2,130,690
Total FCI:	44.94%
Energy Budget:	\$7,516
Suitability Budget:	\$1,150,500
Total RSLI:	24%
Total CFI:	69.4%
Condition Score:	2.75
Energy Score: (20%)	3.35
Suitability Score: (40%)	3.86
School Score:	3.32



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: HOLLY RE-3

Project Rank: 0.78

County: PROWERS

Applicant Priority #: 1

Project Title: New PK-12 School Facility

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

AFFECTED FACILITIES:

The seven primary educational buildings that comprise the Holly School District Campus are Anna Bryce (District Offices, Day Care, Pre-Kindergarten and Life Skills Lab), Shanner Elementary School (K-6), Holly Junior/ Senior High School (7 – 12), Wrestling/ Weight Room Building, Green House Structure (supporting Science and Agricultural Programs), Vo Tech Building (providing equipment lab and classroom program area for the Wood and Metal Shop areas) and the Old WPA Gymnasium (providing Auxiliary Physical Education and Practice Gymnasium program area for the entire campus). Additional Faculty and Superintendent Housing Structures - totaling (5), the Bus Barn and several Miscellaneous Field Structures, supporting the Athletic Program, round out the Campus Facilities for the School District. Of the seven primary educational structures, all but the Vo Tech Building and Green House, are soon approaching or beyond their Calculated Renewal lifespan and suffer from a number of deficiencies and issues, common to many rural school districts in Colorado.

EDUCATIONAL PROGRAMMING:

Utilizing the CDE statewide and independent assessments, the CDE Capital Construction Guidelines and addressing the (10) Holly Campus concerns identified below - programmatic requirements were identified and baselines against the standards allowing for careful thought & consideration for each of the (3) Master Plan options considered, along with associated pros, cons, scope definition by facility and facility dispensation under each option. Only dire needs of the District were considered and full compliance has been made with the programming requirements of Section 4.13 of the CDE Capital Construction Guidelines for PK-12 Rural Schools.

MAINTENANCE PROGRAMS AND THE REASONS FOR PURSUING A BEST GRANT:

1. Aging, undersized and failing infrastructure (Site Storm, Waste and Building Utilities/ Systems – Mechanical/Plumbing/Electrical/Technology)
2. Thermally inefficient, degraded and in some cases, severely damaged Exterior Building Envelope Systems (mostly double wythe masonry, un-insulated) and the associated increased operating and repair costs)
3. Campus-wide Security, Safety and Control deficiencies – un-controlled and mostly unmonitored building access, resulting from antiquated poor design and the typical problems related to a multi-building campus require students to enter and exit school buildings multiple times during the day.
4. Fire alarm and detection systems are absent or severely deficient, campus wide
5. Hazardous Materials – (asbestos floor tile, ceiling treatments, and mechanical insulation – particularly at the J/S High school and in smaller quantities at Anna Bryce, Shanner Elementary and the Wrestling Building)
6. Missing/deficient program area after careful review of the CDE Capital Construction Guidelines for Rural PK-12 Schools.
7. Aging, sub-par Athletic Fields and Sports Facilities.
8. Storm water management – site flooding/ponding, no storm water management system in place (campus wide), foundation/floor slab/wall damage and water infiltration at Jr./Sr. High school, Anna Bryce and Votech facilities.
9. Historic Preservation – Old WPA Gym: Facility requires substantial historic preservation at exterior double wythe stone wall systems and interior finishes.
10. Non-ADA compliancy due to multiple buildings with staircases and no elevator or lift solutions available due to age and design of buildings
11. Indoor Air Quality and mold issues due to resultant storm damage from 2007 Holly tornado and consistent water infiltration through roof leaks, masonry walls, etc.

Issue: Asbestos Abatement

Deficiencies Associated with this Issue:

Hazardous Materials – (asbestos floor tile, ceiling treatments, and mechanical insulation – particularly at the J/S High school and in smaller quantities at Anna Bryce, Shanner Elementary and the Wrestling Building)

Anna Bryce Building

- 9x9 floor tile and mastic

- o Location: Daycare and Journalism rooms. Some areas are damaged.

- o Friable: No

- o Known or Assumed: Assumed (but very likely)

Shanner Elementary

- Pipe insulation debris

- o Location: crawlspace

- o Friable: No

Known or Assumed: Assumed, and it is only assumed that ACM debris could be in soil of crawlspace although no visible debris was seen during observation in 2007.

• Sealant on wall at old duct opening

Location: Boiler room

Friable: No

Known or Assumed: Assumed

Jr/Sr. High School, including Old WPA Gym

• 9x9 floor tile and mastic

Location: Throughout building, assumed to be under carpet in some areas and under padded flooring in the Weight Room. Damaged areas have been found throughout the building.

Friable: No

Known or Assumed: Assumed (but very likely)

• Acoustical ceiling spray

Location: Throughout hallways, classrooms and some closet areas. Damaged areas have been found throughout the building

Friable: Yes

Known or Assumed: Known

• Transite

Location: Fume hood

Friable: No

Known of Assumed: Assumed

• Boiler rope gasket

Location: Boiler room (additional ACM's may be present inside the boiler)

Friable: Yes

Known or Assumed: TBD

• Conduit

Location: Old Gym

Friable: No

Known or Assumed: TBD

Proposed Solution to Address the Deficiencies Listed Above:

Asbestos Abatement - Please see Exhibit #15 in the Grant Application Package for documentation from Advantage Environmental and Safety Resources outlining future sampling needed and known asbestos locations. Advantage Environmental Safety Resources LLC has recently reviewed the Holly School District's AHERA Management Plan as of March 16, 2010 to determine whether or not there are additional building materials at the district that contain asbestos material. Numerous materials are present or assumed to be present and will require further sampling/testing and extensive remediation prior to demolition for a new school replacement -- or continued operation within their existing school due to particles being dislodged with water damage through ceiling.

How Urgent is this Project:

Required at Demolition; IMMEDIATE - required throughout all buildings in acoustical ceiling spray that has been damaged by roof leaks, tornado damage and resultant water infiltration.

What is the Cost Associated with this Project:

Included in Replacement Costs as Noted Below

Issue: Energy Savings

Deficiencies Associated with this Issue:

Thermally inefficient, degraded and in some cases, severely damaged Exterior Building Envelope Systems (mostly double wythe masonry, un-insulated) and the associated increased operating and repair costs). Failing window systems, roof systems and entry systems create increased energy costs and associated maintenance issues.

Proposed Solution to Address the Deficiencies Listed Above:

High Performing replacement facility to include a LEED Gold design and energy efficient building envelope upgrades via a replacement facility with high performing windows, roof structures, new doors and well-engineered exterior skin and building materials.

How Urgent is this Project:

IMMEDIATE - With the current budget cuts to Holly School District, the current underperforming facilities are in a band-aid repair mode and the District can no longer afford to pour funds into deteriorated buildings that have exceeded their useful life.

What is the Cost Associated with this Project:

Included in Replacement Costs as Noted Below

Issue: Fire Alarm

Deficiencies Associated with this Issue:

Fire alarm and detection systems are absent or severely deficient, campus wide resulting in an imminent and critical safety concern for the parents of students in our district; compliancy with current codes is paramount and is a primary concern of our community.

Proposed Solution to Address the Deficiencies Listed Above:

Provide new, code compliant systems for the life/safety of our children. This can be accomplished through an update to the existing infrastructure, although several of our buildings on campus do not have the necessary electrical capacity and infrastructure to support the needs of a new, code compliant fire alarm and life/safety system.

How Urgent is this Project:

IMMEDIATE - Should there be a fire or other disaster/emergency, our students' health and safety are impaired and present high risk.

What is the Cost Associated with this Project:

Included in Replacement Costs as Noted Below

Issue: Other

Deficiencies Associated with this Issue:

IAQ: Indoor Air Quality and dangerous mold issues due to resultant storm damage from 2007 Holly tornado and consistent water infiltration through roof leaks, masonry walls, etc. The District is continually band-aiding the damage and aftermath from the 2007 Holly tornado and is concerned about the health and safety of the air their students and faculty are breathing in daily.

Proposed Solution to Address the Deficiencies Listed Above:

Replacement facility with tight building envelope; mechanical system replacement to support healthy air circulation and promote IAQ; new roofing system to eliminate consistent and repeat water leaks and resultant interior damage. Create a safe and healthy air management system for the students and faculty who spend a large amount of their annual time in these underperforming and hazardous facilities.

How Urgent is this Project:

IMMEDIATE - As evidenced by the submitted photographs of mold growing in musical instruments cases and walls literally caving in due to water infiltration, the indoor air quality and health and safety of the students is an imminent and critical concern.

What is the Cost Associated with this Project:

Included in Replacement Costs as Noted Above

Issue: Renovation

Deficiencies Associated with this Issue:

Historic Preservation – Old WPA Gym: Facility requires substantial historic preservation at exterior double wythe stone wall systems and interior finishes; accessibility deficiencies due to stairs and no elevator capabilities; increased costs to maintain and renovate due to National and State Register; more square footage than is needed for a new PE Auxiliary Gym; District required to maintain facility and incorporate programmatically into their Master Plan

Proposed Solution to Address the Deficiencies Listed Above:

Remodel and Restore for PE Auxiliary Gym maintaining the historic integrity and preserving the requirements of the National and State Register - this is the only option available to the Holly School District and requires substantial sacrifice on their part - operationally and financially.

How Urgent is this Project:

IMMEDIATE - Poorly performing existing structure with significant exterior repair needed; ADA compliancy needed; energy inefficient and expensive to operate

What is the Cost Associated with this Project:

Included in Replacement Costs as Noted Below

Issue: School Replacement

Deficiencies Associated with this Issue:

During the summer of 2009, RTA, Inc. met with the team to discuss preliminary statewide CDE assessments and independent assessments, and initial master planning concepts for the district. The team initially brought the idea of a DPK-12 replacement facility as a priority to address a number of imminent and critical district concerns that included:

- 1. Existing facilities cost so much to constantly repair, and it didn't make financial sense to continue spending tight district dollars on endless remedial and safety repairs merely for a band-aid solution.
- 2. There was a concern over whether the existing facilities could ever really be repaired enough to solve 2007 tornado damage -- as well as long standing life/safety, storm water management, security, power, data, infrastructure and educational program deficiencies.
- 3. Multiple buildings and a wide-spread campus layout require additional staff to operate, and increases the cost to staff and operate facilities; heightens security concerns due to inability to monitor.
- 4. Existing flat site and long-term water infiltration will be harder to correct if existing facilities are retained.
- 5. Maintaining separate existing facilities will continue to require students to exit buildings throughout the day, posing a continued security risk

and threat; a major thoroughfare transverses through the campus requiring students from the elementary school to cross a major street to access amenities such as PE, cafeteria, art, library and music.

6. There was a concern that the campus inventory of uninsulated buildings would not be able to have their exterior walls insulated enough to reduce operational expenses.

7. None of the existing district buildings have tornado shelter capability (note a tornado shelter has not been designed into the proposed project instead, increased structural support has been allocated for the main gymnasium).

8. The existing high school is fraught with so many problems, deficiencies and degradation. How could it ever make financial sense to make a major financial investment in such a deteriorating facility?

9. Indoor Air Quality issues and mold are prevalent throughout the buildings on the campus due to its storm damage from the 2007 Holly Tornado, as well as numerous water leaks, water infiltration and site conditions -- how could the built environment be enhanced to provide a safe learning environment?

10. Lack of ADA compliancy -- with our aged buildings and staircases throughout, how could a student or faculty member with ADA requirements access and utilize our campus?

11. Life Safety - with no buildings having full fire alarm systems - how would the Holly School District respond to an emergency?

The idea and implementation of a new, high performing DPK-12 would address all of the above concerns by:

1. Providing a high performing energy efficient replacement facility, in which repairs would be greatly minimized, would free district money for educational programming area, technology and staffing additions.

2. With new power/technology infrastructure and finely tuned educational program area, (based on CDE Guidelines) the district could better serve its children in the community of Holly.

3. By consolidating the entire school community into one building, the vast majority of student building to building travel would cease; with the exception of travel to the votech programs and the Old WPA Gym, greatly enhancing building control and security.

4. A new facility could have a slightly elevated slab and new campus-wide storm management system that would no longer allow water infiltration into the buildings.

MASTER PLAN:

Holly School District has explored (3) options that would help compare and contrast project costs and concepts for the Old WPA Gym (State and Federal Historic Registers) and the Shanner Elementary (A CHS "building of interest") - as well as a new DPK-12 School -- into district planning and an eventual 2010 Best Grant application.

The group decided to establish (3) master plan options, with an Option #1 scenario based on retaining all existing facilities, and an Option #2 scenario that would retain Shanner Elementary (with an addition) and provide a new 6-12 replacement facility; and finally, Option #3, which would repurpose Shanner Elementary to "a non-district use" and provide a new DPK-12 replacement facility.

Option #1 would be used to generate a financial baseline with the repairs/remodel and additions required for each facility to address the concerns enumerated at the beginning of the master planning process.

Option #2 would demolish the problematic Jr./Sr. High School facility and remodel and add onto the Shanner Elementary and provide a new 6-12 replacement facility that incorporated the Anna Bryce facility into the construction.

Option #3 would demolish the Jr./Sr. High School, wrestling building and Anna Bryce facilities and construct a new DPK-12 (daycare, preschool K-12) replacement facility. Shanner Elementary would be repurposed (moth balled temporarily to establish funding) for future non-District use.

In all (3) master plan options:

1. Old Gym would be restored, repaired, renovated and retained as an auxiliary gym.

2. Votech/bus barn facility would receive minor remodel and exterior roof upgrades.

The district and architect then met to have a live, real-time site planning design session to help establish key educational program and site relationships, which are reflected in the graphic Master Plan Exhibits. With master plans options established, graphic site plans and a preliminary educational specification were developed to begin dialogue and review with Kristin Lortie/CDE Capital Construction.

When each master plan option was evaluated and associated conceptual cost estimates completed, Option #3, the DPK-12 scenario, was significantly less expensive than the most expensive Option #2. Option #1, slightly lower than Option #2, was still more expensive than Option #3.

A preliminary educational specification (program) for the DPK-12 was developed for the initial pricing exercises, and with the confirmation in November 2009 that Option #3 was the most cost effective master plan option for the district (as well as being the most sound solution for long term sustenance and operation), more focused review and dialogue ensued with the school district to fine tune and reduce the program area and still conform to the CDE's Capital Construction Guidelines for Rural K-12 Facilities. The final version of the DPK-12 educational

specification is included in Section 5C of the Master Plan.

During subsequent meetings with the district master planning team and the recently engaged Owner's Representative – Megan Walsh/Catalyst, the team confirmed their intention to pursue the DPK-12 replacement facility option as the preferred option and directed Megan Walsh to provide the Best Grant application services for a 2010 Best Grant application to proceed with the DPK-12 master plan Option #3 as the basis for the grant.

It should be noted that even with remedial and restoration investment, many of these facilities' primary systems are beyond their calculated and practical service lives. The 2007 tornado mercifully missed a direct hit on the campus, but high winds damaged walls and roof systems on these and other buildings on the campus. The combined CDE state wide and independent architectural assessments will play complementary roles in defining the scope of repair and associated costs required and the reasoning behind the grant requested. They also helped the District develop a strategic master planning options that will support the Holly educational program for the next 50 – 75 years.

The independent architectural engineering assessment has carefully weighed information provided in the CDE statewide facility assessments (along with independent field observations) to help develop the appropriate scope and level of work required. The goal would be to enable each facility to provide high performing, energy efficient facilities that conform to both the "Capital Construction Assistance Public Schools Facility Construction Guidelines" and the Colorado Model Content Standards.

To renew the stock of aging and deteriorating facilities that comprise the Holly District, a significant investment will be required. The potential danger in retaining and investing in Holly's existing facilities is two-fold:

1. The concern that the scope definition and costs for repairs, new infrastructure and require additions (required to supply missing program area) would be under estimated.
2. Some of the fundamental problems and deficiencies with the districts existing site and educational facilities can never be fully rectified when compared with properly designed, high performing new replacement facilities and amended site work.

Towards this end, RTA has collaborated with the general contractor, Adolfsen and Peterson, to help more accurately define repair, and new construction level cost categories that can provide accurate conceptual construction cost estimates and (FCI) Facility Construction Indexes for each building. Refer to the conceptual cost estimate for Master Plan Option 1 for this information. Based on the independent assessment data, cost estimates and Master Plan Option 1 recommendations for each facility, the resulting (FCI) scores for existing facilities are:

Facility FCI

Jr./Sr. High School .83
Wrestling Building .76
Shanner Elementary 1.22
Anna Bryce .59
Old WPA Gym .69
Votech Facility .42
Bus Barn .39

These FCI scores present a convincing argument for Shanner Elementary, Wrestling Building, and Jr./Sr., High School replacement facility consideration. Although the Old WPA Gym (FCI) is high, its historical status and valuable auxiliary gym program area provided to the District, strongly suggests restoration and major renovation for that facility. The Anna Bryce facility is on the threshold, supporting either retention or demolition, as each master plan option would dictate. The relatively low (FCI) scores for the Votech and bus barn facilities, combined with their comparatively young age and mostly good condition; support the retention, repair, and remodel of those (2) facilities.

Subsequent master planning options will build upon this analysis, helping to determine the best combination of existing facility remodel and facility replacement for the Holly School District's benefit.

Campus Assessment Overview

The Holly School District's educational facilities located in the heart of Holly, reside primarily on a centralized 27+ acre campus. Main district facilities included in both the state wide assessments and independent architectural and engineering assessment include:

- Anna Bryce School – 1957 9,206 SF
 (Administration – Daycare – Preschool)
- Shanner Elementary – 1923 19,200 SF
 (elementary school)
- Old WPA Gymnasium – 1938 11,408 SF
 (auxiliary gym – State & Federal Historic Register)
- Junior/Senior High School – 1964 46,194 SF
- Wrestling Building – 1964 4,460 SF
- Vocational Tech/Bus Barn – 1976-2008 15,000 SF
 (Wood/Metal Shops/ Bus Storage)

Total 105,468 SF*

*Note that a new replacement DPK-12 school (including the 8,000 SF existing Bus Barn) equates to a reduced footprint of 99,797 SF

Other district facilities not included in either assessment include (6) residential units provided for district teachers and superintendent and a 750 S.F. demountable greenhouse kit that supports the vocational agriculture program at the high school.

The greenhouse, erected in 2002, is not a permanent structure and requires no repairs at this time.

Capital Construction Guidelines:

In general, the Holly School District's facilities address and conform to the capital construction guidelines for a rural school district. However, there are several areas of note where the educational program facilities fall short. These deficiency areas are:

General:

With the exception of the 1998 Shanner addition, all campus facilities are power/data deficient in terms of capacity and distribution.

Shanner Elementary:

- 604 SF kindergarten – undersized and below 1000 – 1200 SF guidelines per 4.10.2.
- 604 SF classrooms and special ed – undersized in classes larger than 17 students per 4.13.2.
- No on-site band/vocal music per 4.13.8 and 4.113.9.
- No on-site art room per 4.13.9.1.
- Library media center: undersized 600 SF, poor acoustic separation, technology deficient, inflexible layout per 4.13.12.
- No attached PE program area – must cross major street with adult supervision to access Old WPA Gym per 4.13.15.
- No on-site commercial kitchen and cafeteria – must cross street and campus to access H.S. cafeteria per 4.13.13 and .14.
- Undersized improperly located administration suite per 4.13.19.
- Life Safety Systems:
 - No code compliant fire alarm system.
 - No key pad or card access door hardware.
 - Building has inaccessible entries and 2nd floor.

Anna Bryce: District Admin./Daycare/Preschool

- Aging playground equipment for daycare and preschool programs.
- Storage: Undersized at district administration office per 4.13.19.
- Life Safety Systems: No code compliant fire alarm system.
- Security & Control – No key pad or card access door hardware.

Old WPA Gym: Auxiliary PE

- Failing locker room toilet facilities per 4.13.17.
- Inaccessible boys' locker/toilets per 4.13.17.
 - No visiting team locker room per 4.13.18
- Aging equipment and non-ADA bleachers per 4.13.15.
- Inadequate PE equipment storage.
- Life Safety: No code compliant fire alarm system.
- Security and control – No key pad or card access door hardware.

J/S High School:

- Inadequate security and control.
- No key pad or card access door hardware.
- Multiple building entries – uncontrolled.
- Asbestos floor tile & ceiling treatment.
- Hidden administration offices.
- Undersized science lab and storage per 4.13.6.
- Inaccessible – non code compliant classroom pods (interior stairs – non compliant exterior ramp)
- No art room per 4.13.9.1.
- Undersized H.S. gym per 4.13.15.
- Marginal distance learning room - lacks proper lighting, technology, poor room configuration and acoustic separation – shared with a faculty office per 4.13.5.
- No performance arts support area per 4.13.10.

Wrestling/Weight Room Building:

- No locker area for changing per 4.13.17.
- No public toilets per 4.13.18.
- No code compliant toilet room provided for students per 4.13.17.
- No equipment storage provided.

- Life safety systems – no code compliant fire alarm system.
- No key pad or card access door hardware.
- Poor security and control of facility – freestanding with poor visibility at access – must cross service yard.

Votech Building:

- Life safety systems – no code compliant fire alarm system.

State Wide Assessment

The statewide assessments, commissioned by CDE, provide a uniform tool to begin the assessment and evaluation of the Holly educational facilities. Using service life as a tool for evaluation can sometimes indicate a failed system is still performing, and conversely, and conversely can indicate an older system that is past its service life and failing, is still performing. Some qualitative educational suitability statements are made in the statewide assessments, but quantitative interpretation by an independent assessment and master planning exercise needs to close the gaps by recommending remedial action in the form of repair, remodel, and additions that are not contained in statewide assessment repair cost summaries or recommendations.

It is important to note that in the master planning section of this document, cost estimates will be developed that tie carefully defined construction level descriptions to deficiencies identified in both the CDE Assessment and RTA Assessment. Remodel/repairs/addition recommendations are clearly defined in the master plan options. The Holly School District Team paid careful attention to the CDE Assessment details and used those as the baseline for the Master Plan formation.

Common themes that will appear throughout the assessments, master planning options and conceptual cost estimates include:

Holly School District – Major Issues

1. Aging Infrastructure: Failing & undersized M/EP/ Tech Systems.
2. Exterior envelope: Mostly double with masonry, no air gap, little or no insulation – notable water infiltration and damage.
3. Security: Poor/absent campus and building access and control – ES students must cross road for gym, art, music and meals.
4. Hazardous Materials: Asbestos floor tile and ceiling treatment @ H.S., Anna Bryce.
5. Storm System Grading: Flooding, ponding, slab/foundation damage and building infiltration: H.S., Anna Bryce.
6. Shanner Elementary: Missing/inadequate key program areas: gym, cafeteria, art, music, library (undersized – lacking technology).
7. Old Gymnasium: Architecturally unique, inaccessible, needs major historical/functional renovations and repair, expensive to operate – on State and Federal Historic Registers.
8. Campus Fire Detection/Alarm System: Severely lacking or absent altogether.
9. Athletics: Poor athletic field & sport facilities.
10. High School Facility: Physical plant and systems severely damaged with constant repairs required.
11. Jr./Sr. High School: Missing administration and security enclosures program area.
12. Wrestling Building: Missing locker, toilet, equipment storage and office program area.
13. Indoor Air Quality problems due to water infiltration and resultant mold
14. ADA deficiencies and lack of compliancy

M/E/P/ Tech systems recommendations should serve as a guideline and be included in master plan option conceptual cost estimates for the Holly School District.

M/E/P/ Tech Systems Recommendations

Electrical Lighting and Power Distribution

- Energy efficient lighting with automatic and manual controls, which would allow the building lighting to be shut off automatically, based on the building schedule.
- Interior and exterior emergency egress lighting.
- Power distribution that is accessible and with parts that are readily available.
- Power distribution that is sized to meet the increasing needs of schools, especially the higher demand required for technology.
- Adequate power receptacles and power quality for technology.

Technology

- Adequate infrastructure and cabling for technology including voice, multiple data drops in classrooms, and CATV.
- Smartboard technology if desired.

Security and Life Safety

- Security system and CCTV, if desired, and interlinked card access/keypad door hardware.
- Centralized, addressable fire alarm system.
- Intercom system.

Plumbing

- A fully insulated domestic water system designed for maintenance access.
- Floor drains and wall-hung toilets to facilitate cleaning of toilet rooms.
- High efficiency, condensing, domestic gas water heaters to save energy.
- Low water usage, ADA-compliant plumbing fixtures throughout the buildings.

-□ADA-compliant drinking fountains to adequately serve all students.

HVAC

- Kitchen supply and exhaust air systems that would provide worker comfort and safely remove heat and vapors from cooking surfaces and dishwashers.
- A building automation system (BAS) to control all aspects of HVAC operation, thereby increasing comfort and reducing energy usage.
- HVAC and fire alarm system interconnections to improve student and staff safety.
- Outside ventilation air provided to all offices, classrooms and common areas.
- Demand-controlled ventilation that only provides conditioned ventilation air to occupied spaces.
- Larger, centralized, rooftop units with variable air volume (VAV) boxes (with hot water reheat) to provide heating and cooling to individual spaces.
- Hot water heating provided by a high efficiency, condensing boiler system to maximize energy efficiency. Water pumps can be operated by variable speed drives to improve use of energy.
- Enhanced occupant comfort through use of smaller occupant zones and a larger number of thermostats.
- High efficiency rooftop units with airside economizers for "free cooling," and modern refrigerants that are not being phased out.
- Fewer, centralized exhaust fans to serve toilet rooms, controlled by occupancy sensors and/or the building automation system.
- Computer and MDF rooms can be provided with dedicated cooling units that operate 24/7, allowing the larger rooftop units to turn off during unoccupied periods, while still providing cooling to these critical areas.

In summary, the Holly School District has numerous imminent and critical concerns that need to be addressed to enable them to move forward successfully into the 21st century. Their real estate is limiting their ability to provide a safe, cost effective and educationally conducive learning environment for their children.

Proposed Solution to Address the Deficiencies Listed Above:

After thorough analysis and planning, a new high performing/energy efficient DPK-12 replacement facility and athletic complex would provide the greatest benefits and the lowest cost to the BEST program and the Holly School District. The current Holly School District Campus has severely inadequate facilities presenting physical issues that do not fully meet Colorado Public School Facility Construction Guidelines and the needs of the academic program. Energy costs and maintenance costs are skyrocketing and repairs to the existing buildings have become cost prohibitive.

The BEST Application Committee (BAC) has developed a Facilities Master Plan, which calls for a needed replacement campus that includes replacement of the existing facilities that are underperforming and beyond their useful life, while maintaining the Old WPA Gym in the National and State Register and re-purposing as a PE Gym. In addition, CHS' interest in Shanner Elementary has been preserved and that facility will be mothballed per the US Department of the Interior guidelines and re-purposed for non-District use in the future. A replacement DPK-12 campus will be constructed to allow for the community to realize their dream of having a dependable, high performance educational facility that can take their students into the 21st century. This strategy is judged to be the best in the long-term interest of the students and the community. A consolidated facility will provide the security and control previously unobtainable on the existing campus and the District will finally have the opportunity to operate a cost effective, low maintenance facility that provides first class, flexible, energy efficient educational program area, while supporting a safe environment to its students.

Careful consideration was taken in exploring options to the District for alleviating their current hardships. Options considered include:

Option 1) Retain, remodel and provide new additions to all existing facilities - additions would be required at Shanner Elementary, the Junior/Senior High School and the Wrestling Building to meet the needs of the educational program and alleviate the concerns as evidenced in the CDE Assessment, as well as the Master Plan findings - note that this option is the 2nd most expensive of all options considered and merely provides a band-aid to the current facility related problems and challenges.

Option 2) Provide a new 6-12 Replacement Facility (incorporating Anna Bryce into new construction and retain/remodel and provide additions to facilities including Shanner Elementary, Old WPA Gym, Vo Tech/Bus Barn and Green House. The Jr/Sr High School and Wrestling Building, none with CHS interest, would be demolished in this option. As the most expensive solution, it does not solve all current District issues and does not present a comprehensive solution.

Option 3) Provide a new DPK-12 (daycare, pre-kindergarten through 12th grade) replacement facility and retain/remodel/repurpose/provide additions to existing facilities including: Shanner Elementary, Old WPA Gym, VoTech Building, Bus Barn and Green House. Anna Bryce, Junior/Senior High School and Wrestling Building would be demolished - it should be noted that CHS has no interest in the buildings proposed for demolition. Shanner Elementary would be mothballed and repurposed for non-District use in the future -- please note that only the costs to mothball Shanner have been included in this grant application; no repurposing costs have been included in this grant application. The project will conform to the High Performance Certification Program (HPCP), will have GEO collaboration, and will target LEED Gold certification as adopted by the Office of the State Architect. Option #3 is the selected option used for this grant application due to it being the most responsible solution going forward for the District -- as well as the least expensive option presented.

How Urgent is this Project:

The 2007 Holly Tornado created undue hardship on the District and it's already antiquated and underperforming facilities. There has been notable and consistent water infiltration and damage to all buildings on the Holly campus - affecting indoor air quality (IAQ) and the well being and safety of the students. The high costs to operate and repair the existing facilities have long hampered the Holly School District from reinvesting more into the education of their children and the District's ability to educationally support the town and greater region. The existing facilities and their inadequacy have become a handicap to the District's future. The buildings are a liability and contain hazardous materials, have significant code violations, lack adequate fire protection systems, are not ADA compliant, lack line of sight security supervision needs, and have imminent and critical life safety needs. The Holly School District needs help and has placed a priority on their educational needs and would forego their Athletic Complex needs to ensure that they have a DPK-12 Campus that can support their immediate needs for their core curriculum program.

What is the Cost Associated with this Project:

\$26,996,440

Issue: Security

Deficiencies Associated with this Issue:

Campus-wide Security, Safety and Control deficiencies – un-controlled and mostly unmonitored building access, resulting from antiquated or poor design and the typical problems related to a multi-building campus require students to enter and exit school buildings multiple times during the day; students must exit Shanner Elementary school and cross major thoroughfare/street to access art, PE, cafeteria, library, etc.

Proposed Solution to Address the Deficiencies Listed Above:

Mothballing of Shanner Elementary school due to geographic isolation and unsafe path of travel needed to access campus facilities as a part of the core curriculum; Replacement school to eliminate safety concerns of no check point, no access point and view point for outside entry; unsecure and numerous points of entry to buildings on campus

How Urgent is this Project:

IMMEDIATE - At any given moment, entry to the campus and its buildings is easy for an outsider due to lack of central check-in point. In addition, the students at Shanner Elementary are exposed to an unsafe condition of crossing a public street to access core curriculum campus facilities such as art, PE, Library, cafeteria, etc.

What is the Cost Associated with this Project:

Included in Replacement Costs as Noted Above

Issue: Water Systems

Deficiencies Associated with this Issue:

Aging, undersized and failing infrastructure (Site Storm, Waste and Building Utilities/ Systems – Mechanical/Plumbing/Electrical/Technology); Storm water management – site flooding/ponding, no storm water management system in place (campus wide), foundation/floor slab/wall damage and water infiltration at Jr./Sr. High school, Anna Bryce and Votech facilities.

Proposed Solution to Address the Deficiencies Listed Above:

Design and perform the necessary engineering and site work to alleviate standing water, as well as ponding and insufficient storm water systems. In addition, provide a replacement facility to alleviate underperforming and defunct systems that are undersized and failing. Reduce risk associated with structural, slab and wall damage currently creating liability and hardship to the District.

How Urgent is this Project:

IMMEDIATE - Flooding, water infiltration through walls and foundation due to water ponding, site flooding and ineffective and failing systems and infrastructure.

What is the Cost Associated with this Project:

Included in Replacement Costs as Noted Above

Issue: Handicapped Accessibility ADA

Deficiencies Associated with this Issue:

ADA - Non-ADA compliancy due to multiple buildings with staircases and no elevator or lift solutions available due to age and design of buildings; compliance with current American with Disabilities Act is lacking on all of our campus buildings, with the two most obvious locations being Shanner Elementary and the Jr/Sr High School due to their staircases (and no elevators).

Proposed Solution to Address the Deficiencies Listed Above:

Provide replacement facility with ADA compliant facilities to include elevators/lifts and compliant restroom and locker facilities; this will enable our District to accommodate future students and visitors with American with Disability Act requirements.

How Urgent is this Project:

While the District currently has no students or faculty with ADA needs, we do not have the capability to accommodate an immediate need should it arise. Our elementary school and jr/sr high school have staircases with no elevator(s) available due to the age of the facility and outdated facility capabilities.

What is the Cost Associated with this Project:

Included in Replacement Costs as Noted below

How Does this Project Conform with the Construction Guidelines:

The District's Owner's Representative/Grant Writer and the BEST Application Committee (BAC) at Holly School District have reviewed the Colorado Public Schools Facility Construction Guidelines and have specified to the Master Plan architect that Holly School District expects the design to meet these guidelines for the proposed new DPK-12 Campus. The architect has been provided a copy of these guidelines and, as a part of their Master Plan, was tasked to author the Master Plan around these guidelines to ensure compliance and adherence. Should Holly School District receive this grant, the selected architect will be required to design utilizing the guidelines at hand. Section 4.13 of the CDE

Capital Construction Assistance Public Schools Facility Construction Guidelines adopted 10-07-09 have been carefully reviewed and was the basis utilized for the programming and deficiency study. The school currently has deficiencies in the following categories: 4.13.1, 4.13.2, 4.13.3, 4.13.5, 4.13.6, 4.13.9, 4.13.9.1, 4.13.10, 4.13.12, 4.13.13, 4.13.14, 4.13.15, 4.13.16, 4.13.7, 4.13.18 and 4.13.19

Our Owner's Representative (and the TBD selected architect) have experience in designing and building a LEED Gold certified building, which is the expected certification level for this new campus. Davis Bacon is estimated at \$1,800,000 if required for this project - please note that per CDE, this cost has not been included in Section V of the application or the BEST Financial Model.

How does the Applicant plan to Maintain this Project if it is Awarded:

Description of Capital Renewal/Replacement Budget and Maintenance Plan

When these new facilities are built and ready for the School District to assume responsibility for the facilities, The District will assure that they are properly maintained. The District maintenance staff will maintain the new campus as they have diligently with all other facilities in the past.

The Superintendent and maintenance staff have shown their ability to repair, replace, remodel and adapt to the changing conditions of maintenance equipment and technologies. They excel in their ability to perform scheduled preventative maintenance. They have worked hard to establish timelines and time tables in the Master Plan for maintenance repair and replacement of facility equipment, hardware and technologies. This staff will be able to successfully maintain the new campus in a manner that would promote the lowest anticipated lifecycle costs. The abilities of the maintenance staff are outstanding. Maintenance staff training will be provided for the care of high performance buildings. Additionally, high performance processes, procedures, and equipment will be implemented with annual reinforcements; all school personnel will be trained in how to best care for the new facilities.

A proactive preventive maintenance program will be developed for the new facilities. The major components of the programs will include: a) a historical file with documentation on all major systems - including photos and records, etc; b) annual and semi-annual inspections that are appropriate for the systems; c) corrective action programs; d) an energy management program; e) training programs; f) a self-evaluation process and annual program updates. Major systems will include, but not be limited to: roofing, boilers, HVAC, electrical, other mechanical, safety (alarms/PA systems/intercoms), kitchens, restrooms, general floors and gym floors. Records will be maintained electronically for ready access to all appropriate personnel.

Rules, procedures and regulations will be developed and enforced for those using the school facilities after hours.

The District analyzed the cost of maintaining the new buildings and compared that to the cost of maintaining the existing buildings.

To provide for future care of the new facilities, the District will budget for future maintenance and repairs per the BEST statute annually. The following financial numbers may be adjusted after the detailed design (including all systems/construction materials) have been defined. The District will receive (from the architect and/or GC) the replacement analysis on the life cycle of the major building systems over the next 25 years.

The funding for the maintenance of the new facilities will be maintained by two separate and distinct funds: the General Fund and the Capital Reserve Fund. The General Fund maintenance repair and supply line item will provide for the day-to-day maintenance of these facilities. An amount to cover this cost will be budgeted annually. General Fund repairs are for those of minor consequence and minimal expenditure. General Fund repairs are funded upon request of the building level administrator and in consultation with the maintenance staff. When the repairs have been verified by this team, the Superintendent of schools and the Board of Education will give final approval for the repairs to proceed.

The Capital Reserve process begins every Spring (March/April) so that all projects can be identified and assessed. budgets set and projects approved for work to begin in July of the same year. Once these items have been identified, prioritized and budgets have been assessed, the Superintendent submits these requests for Board of Education approval. Once Board approval has been granted, the budget is adopted by the Board of Education.

If the amount in the expenditure is over the specified amount, the project will be forwarded to the second funding source, the Capital Reserve budget. The total annual amount budgeted for the facility is projected to be \$85,000, but will be dependent upon the District's ability to allocate and appropriate funds. The Capital Reserve process begins every Spring (March/April) so that all projects can be identified, assessed, budgets set and projects approved for work to begin in July of the same year. The Capital Reserve fund is for long-term maintenance, Certificates of Participation payments and bus purchases. Once these items have been identified, prioritized, and budgets assessed, the Superintendent submits these requests for Board of Education approval. Once Board approval has been granted, the budget is adopted by the Board of Education. The amount that is submitted each year varies.

The school design as LEED Gold, high performance facility is expected to provide significant energy cost reduction and resultant lower costs to operate the facilities.

Finally - it should be noted that Holly School District currently has an ESCO Performance Contract via Enovate, with financing through Saulsbury Hill Financial. The current pay off schedule shows final payment on May 20, 2012. The District hereby confirms that they will pay off the remaining balance if a grant is awarded through BEST and once the COP Financing is completed, estimated to be March 2012, or in advance of the COP financing completion date if requested earlier by the BEST program. The District will pay off the remaining balance at that time using District reserves or through cashing in a CD which the district is prepared to do as needed by the BEST program. This will eliminate any double-collateralizing for the District and ensure a streamlined and completed process.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$85,000

CDE Comments:

Funded FTE Count: 262
Assessed Valuation: \$16,135,130.00
PPAV: \$61,584.47
Bonded Debt: \$0.00
Total Bonding Capacity: \$3,227,026.00
% of Bonding Capacity Used: 0.00%
Bond Capital Remaining: \$3,227,026.00
Existing Bond Mill Levy: 0
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Bonded Debt Approved:
Year Bonded Election Approved:
Bonded Debt Failed:
Year Bond Election Failed:
2009 Bond Election Results: N/A
Median Household Income:** \$15,104.00
Free or Reduced Lunch %: 65.06%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$25,064,111.00
Current Project Match: \$3,417,833.00
Current Total Project Cost: \$28,481,945.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$27,125,662.00
Cost Per Sq Ft: \$269.00
Cost Per Pupil: \$89,523.00

Affected Sq Ft: 99,797
Master Plan Complete: Yes
CDE Minimum Match Percent: 32
Actual Match Provided: 12
Was a Waiver Letter Required: Yes
FCI: 45.97%
CFI: 68.75%
Inflation: 4
Davis- Bacon Wage Requirement: \$1,800,000

-Facilities Affected By This Grant Application-

Sheridan 2 - Sheridan High School Remodel

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	108,352
Replacement Value:	\$28,216,985
Condition Budget:	\$15,213,679
Total FCI:	53.92%
Energy Budget:	\$0
Suitability Budget:	\$1,167,200
Total RSLI:	36%
Total CFI:	58.1%
Condition Score:	2.30
Energy Score: (20%)	3.50
Suitability Score: (40%)	4.63
School Score:	3.47



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: SHERIDAN 2

Project Rank: 0.73

County: ARAPAHOE

Applicant Priority #: 3

Project Title: HS Security Renovations to Control Access

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Main Entrance Visitor Control Remodel | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Sheridan High School was designed in 1972 as part of a community centered complex with a swimming pool, recreation center, tennis courts, ball fields and other park amenities. A public library is located in the high school. The public has always shared these facilities with the high school. That was then, this is now. Since Columbine HS and other similar incidents, once open schools are now retreating inward. Protection of students seems the primary goal. Attitudes about the design of schools have been greatly affected and Sheridan High School has not been adapted to reflect these new ideas.

The community uses the facilities on the high school site extensively. They drive and walk thru the site to their various legitimate destinations mixing with students, teachers and administrators who become accustomed to walking with strangers. This situation is a characteristic that law enforcement and terrorist prevention officials abhor.

And who is this community? Even though the facilities at the SHS site attract a typically mature, active crowd, Sheridan itself is a high crime area. The incidence of vandalism and crimes against neighbors is disturbingly high. "Friends" may be just as dangerous as the faceless public. The crux of this issue for SHS is the location of the main office relative to the main entrance. A visitor passing thru the main entry doors (Photo #04) enters a large lobby with the security desk (Photo #05). Once checked-in, a visitor is likely headed to the main office. On the way to the main office, the visitor immediately passes the interior doors of the lobby into the Commons and disappears from the sight of security.

Once in the Commons, which is often filled with students, the visitor must find a pair of fire doors (Photo #07). Thru these doors (Photo #08) is the hall leading past the entrance to the main office. As if to further confuse, the main office entrance is recessed and not readily visible until one is almost upon it. THIS SITUATION MUST BE CORRECTED IMMEDIATELY!

The library is another matter of safety concern. Currently the library is located adjacent to the main entry with a separate exterior entrance for public access. For security reasons, students wishing to access the library must exit the school and re-enter thru the exterior library door. The library district has purchased land, and agreed to move from SHS. This agreement will leave the school library to function for students as it is intended.

Remodeling would also relocate the main office to a location in a portion of the library area adjacent to the main entry. This change would incorporate a security desk, occupied at all times, at the main entry. The existing lobby would function as a lockdown vestibule equipped with electric locks controlled by the receptionist. The newly remodeled lobby area would allow almost all visitors to be ushered directly to the appropriate administrator without venturing further into the school building.

A visitor to Sheridan School District told Superintendent Michael Clough "Your schools exude poverty". Except for the high school constructed in 1972, all the schools date prior to 1960. The aging of the buildings are apparent at all of the Sheridan Schools. The student population has steadily decreased over the past 10 years leaving 84% of students on free and reduced lunch and 10% from homeless families. The citizens of Sheridan want their community to return to its once competitive position amongst its much larger neighboring cities. They've shown their commitment by supporting a school bond issue and a \$96 million tax increment financing bond to commercially develop the River Point Center. They have leveraged their future as much as they can and they are now asking for help from the BEST Program.

Issue: Other

Deficiencies Associated with this Issue:

The deficiencies listed below focus on life safety deficiencies at Sheridan High School. The items are referenced to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303(1).

3.7. Facilities equipped with closed circuit video and keycard or keypad building access.

Sheridan High School (SHS) is not equipped with electric door locking capability at its main entry or at its faculty entrance on the west. Without this feature complimented by a "buzz in" capability, access restriction of "visitors" rests with the presence, physical or otherwise, of the person responsible for monitoring those who would enter the building.

3.8 An Event Alerting Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school for efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations

The telephone system is a vital component in the school's emergency notification system. The system throughout the District is outdated and repair parts are becoming increasingly difficult to obtain. The system lacks capabilities inherent in more modern systems. Inconsistent operation or periods of inoperability waiting for parts put the school's occupants at risk of not receiving warnings of impending natural or other

threats. The phone system is the only way to pass critical information from one school to another and/or to police, fire and other authorities in the event of duress or an emergency. It must be inherently reliable.

3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or via a video camera system. All other exterior entrances shall be locked and have controlled access. The main entrance walking traffic does not flow past the main office area and cannot be visibly monitored from the office either directly or via a video camera system. A video camera system would need to be able to monitor in real time every corridor in the school in order to overcome the fact that the main office is not only remote from the main entry, but the route between them provides several opportunities for a visitor to disappear around a corner.

The high school has numerous doors to the exterior as required for emergency egress. These exit doors are usually locked to prevent access from the outside. None of these exterior doors are electronically controlled or monitored.

3.18.9. Consider restricting vehicle access at school entrances with bollards or other means to restrict vehicles from driving through the entry into the school.

There are no bollards or other structural elements sufficient to prevent a vehicle from driving thru the main entry into either school.

4.12.4. Library/multimedia center (LMC) should be the heart of the school, providing a flexible space for students, staff, parents, and the community to read, write, meet, study, and research topics.

The library is located adjacent to the main entry with a separate entrance to be easily accessible to the public. Now, for security reasons, students must exit the school then re-enter thru the library door to use this critically important element of their education. It is not possible, because of the public presence, to open the library to be the academic heart of the school as it should.

Proposed Solution to Address the Deficiencies Listed Above:

The risk of an intruder taking advantage of the unfortunate location of the main office at Sheridan High School can be significantly reduced fairly simply and with a solution that improves the relationship between the student body and two of its major functions within the school. The main office needs to be adjacent to the main entrance so that persons entering the school can be effectively controlled. The library needs to be in the center of the classroom area of the building so that it can become the academic heart of the school. Shifting the library toward the center of the classroom wing, taking over the Community Room space creates enough area for the main office to move adjacent to the main entry incorporating the security desk and assuring its occupancy full time. The large lobby vestibule at the entry allows a direct connection with the main office such that the vast majority of visitors would never need to pass thru the interior vestibule doors and into the school itself. Almost all of the people a visitor would need to see would likely be housed in the main office.

To accommodate the shift of the main office, counseling would move forward and assume a position adjacent to the Commons which is very beneficial to its role in student life. The Community Room can then move across the hall and still be able to use the same exterior entrance doors. With the library now belonging solely to the school, it can easily be opened up visually and functionally to encourage unfettered student usage in an excellent location in the heart of the school.

The component of the emergency notification system that is a part of this project is to replace the existing outdated telephone system with a state-of-the-art voice over IP (VoIP) system. The system would provide

Securing the door locking capabilities will entail equipping the interior vestibule door at the main entry with keycard building access. This door lock will feature a “buzz-in” remote release device in the receptionist area as well as a card reading device and cards for every school employee.

The west door for faculty entry will also be equipped with electric door locking capability and a card reading device, but no buzzer. The remainder of all exterior doors in the school will be equipped with electronic monitoring devices that will transmit information regarding the open/closed status of each exterior door at the school to a central monitoring console. At a glance, a principal, custodian or security person can see if any doors are ajar and which ones those would be.

How Urgent is this Project:

URGENCY: Immediate. The timing of an event such as the Deer Creek Middle School shootings earlier this year cannot be predicted. They are as likely to happen a day from now as a decade from now. Opportunity is the only variable that can seem to be controlled. Removing the opportunity for an unsafe situation is the goal of the safety and security upgrades at Sheridan High School.

What is the Cost Associated with this Project:

\$1,083,275

How Does this Project Conform with the Construction Guidelines:

The project conforms to the Public Schools Construction Guidelines by the following:

The items below are referenced with brackets [] to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303(1).

The project conforms to the PSFCG by the following:

3.7. Facilities equipped with closed circuit video and keycard or keypad building access.

Sheridan High School has closed circuit video and a CareHawk intercom/security camera system. The proposed project would add keycard building access capability at two doors. One door, the main entry door would also have controlled access with the “buzz-in” remote release device in the large entry lobby/vestibule. The west entry door for faculty would have keycard building access capability only.

3.8 An Event Alerting Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school for efficient inter-school communications and communicate with local fire, police and medical agencies during

emergency situations

The existing telephone system is a vital component in the school district's Event Alerting or emergency notification system. The outdated and failing telephone system will be replaced with a state-of-the-art system designed to assure uninterrupted, efficient inter and intra-school communications with connections to local fire, police and medical agencies during emergency or other significant events.

3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or via a video camera system. All other exterior entrances shall be locked and have controlled access.

The exterior doors not covered by the keycard building access system will be provided with electronic door monitoring. Indication of opening will occur at a control console in the Main Office. Main entrance walking traffic will enter a large lobby designed to be a lock down-type vestibule. Check in procedures will occur with the receptionist in this vestibule and access to the main office personnel and their waiting areas would be directly from this vestibule. The keycard and lock will be located on the interior door of the vestibule leading into the Commons and the rest of the school. Few visitors would need to be buzzed thru these doors.

4.12.4. Library/multimedia center (LMC) should be the heart of the school, providing a flexible space for students, staff, parents, and the community to read, write, meet, study, and research topics.

With the library now belonging solely to the school, it can easily be opened up visually and functionally to encourage unfettered student usage in an excellent location.

How does the Applicant plan to Maintain this Project if it is Awarded:

The district's fiscal office in conjunction with the maintenance department is responsible for implementing and maintaining a comprehensive planned maintenance and capital renewal program. The program is to provide systematically for the maintenance of district-owned facilities, the renewal of infrastructure and facilities based upon subsystems' predictable lifecycles, and the long-term elimination of deferred maintenance.

Within the Sheridan School District #2, maintenance work shall be defined as the work necessary to keep all district-owned facilities in good repair and operating condition. This work includes maintaining, operating, and repairing utility systems. It also includes maintaining and repairing basic components of district buildings, and grounds. We have highly qualified maintenance employees on staff. They perform and provide all maintenance and upkeep on our facilities. These employees would care for our renovated facility in the same manner that is currently done. The staff has many years of experience and we have programs in place that attend to preventative maintenance, tracking labor and material costs, and facility usage needs.

Sheridan School District #2 has made a commitment to allocate \$17,000 annually to the capital renewal budget that will be established if the project is approved. This allocation has been approved by the board of education and is included in our proposed budget for the ensuing fiscal year beginning July1, 2010. The district will provide for maintenance and upkeep proposed within this application per BEST regulations. Once the renovation is complete and the affected area is operational, it will be included in our existing maintenance guidelines.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$17,000

CDE Comments:

Funded FTE Count:	1,442	Bonded Debt Approved:	\$12,865,000
Assessed Valuation:	\$152,418,590.00	Year Bonded Election Approved:	2006
PPAV:	\$105,736.10	Bonded Debt Failed:	
Bonded Debt:	\$21,040,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$30,483,718.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	69.02%	Median Household Income:**	\$16,045.00
Bond Capital Remaining:	\$9,443,718.00	Free or Reduced Lunch %:	81.90%
Existing Bond Mill Levy:	10.099	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$905,617.52	Affected Sq Ft:	16,344
Current Project Match:	\$285,984.48	Master Plan Complete:	Yes
Current Total Project Cost:	\$1,191,602.00	CDE Minimum Match Percent:	24
Previous Grant Awards:	\$0.00	Actual Match Provided:	24
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	53.92%
Future Matches:	\$0.00	CFI:	58.10%
Total for all Phases:	\$1,083,275.00	Inflation:	1

Cost Per Sq Ft: \$96.00
Cost Per Pupil: \$2,300.00

Davis- Bacon Wage Requirement: \$48,468

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Sheridan 2 - Sheridan HS - Emergency Notification and Door Lock Systems

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	108,352
Replacement Value:	\$28,216,985
Condition Budget:	\$15,213,679
Total FCI:	53.92%
Energy Budget:	\$0
Suitability Budget:	\$1,167,200
Total RSLI:	36%
Total CFI:	58.1%
Condition Score:	2.30
Energy Score: (20%)	3.50
Suitability Score: (40%)	4.63
School Score:	3.47



Q#168- telephone system is digital, its components are in good condition and has a good performance. Rated a 4.0

Sheridan 2 - Sheridan MS - Emergency Notification and Door Lock Systems

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	68,156
Replacement Value:	\$18,064,403
Condition Budget:	\$5,061,079
Total FCI:	28.02%
Energy Budget:	\$23,855
Suitability Budget:	\$6,705,800
Total RSLI:	41%
Total CFI:	65.3%
Condition Score:	3.60
Energy Score: (0%)	2.25
Suitability Score: (40%)	3.37
School Score:	3.51



Q#168- Telephone system is digital, its components are new and has an excellent performance. Rated a 5.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Sheridan 2 - Ft. Logan ES - Emergency Notification and Door Lock Systems

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	44,254
Replacement Value:	\$10,115,962
Condition Budget:	\$2,158,006
Total FCI:	21.33%
Energy Budget:	\$15,489
Suitability Budget:	\$2,687,900
Total RSLI:	47%
Total CFI:	48.1%
Condition Score:	3.93
Energy Score: (0%)	2.25
Suitability Score: (40%)	3.68
School Score:	3.83



Q#168- telephone system is digital, its components are in good condition and has a good performance. Rated a 4.0

Sheridan 2 - Alice Terry ES - Emergency Notification and Door Lock Systems

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	46,225
Replacement Value:	\$10,508,019
Condition Budget:	\$1,533,251
Total FCI:	14.59%
Energy Budget:	\$0
Suitability Budget:	\$2,582,500
Total RSLI:	57%
Total CFI:	39.2%
Condition Score:	4.27
Energy Score: (20%)	3.25
Suitability Score: (40%)	3.67
School Score:	3.83



Q#168- telephone system is digital, its components are in good condition and has a good performance. Rated a 4.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Sheridan 2 – Early Child Center -Emergency Notification and Door Lock Systems

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	23,745
Replacement Value:	\$5,401,268
Condition Budget:	\$902,539
Total FCI:	16.71%
Energy Budget:	\$8,311
Suitability Budget:	\$307,200
Total RSLI:	35%
Total CFI:	22.6%
Condition Score:	4.16
Energy Score: (20%)	1.00
Suitability Score: (40%)	4.36
School Score:	3.61



Q#168- telephone system is digital, its components are in good condition and has a good performance. Rated a 4.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: SHERIDAN 2

Project Rank: 0.67

County: ARAPAHOE

Applicant Priority #: 4

Project Title: Security Camera, Intercom, Access Control at Multiple Locations

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Emergency Notification and Door Control Systems | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Without a functioning phone system emergency responders are blind. And hard working teachers and staff could be oblivious to dangers apparent to others outside of their room. When it is time to upgrade or replace a school district's telephone system, it is not the time to try to make do. In 2002 Sheridan School District bought a phone system from Cherry Creek School District that they installed in 1988. Sheridan now has a 22 year old phone system. They are at the point they must do something positive about their phone system. Stories about phones being out in one of the Admin mobiles and the surprise to find a police officer upon responding to knocking on the door may be funny, but finding someone with ulterior motives on the other side of the door would likely have been far from funny. It is not unusual for one of the "neighbors" from the adjacent Ft. Logan Mental Hospital to wander thru school grounds.

The telephone system employed by Sheridan School District is woefully outdated and repair parts are becoming increasingly difficult to obtain. The system lacks capabilities inherent in more modern systems. Inconsistent operation or periods of inoperability waiting for parts put the school's occupants at risk of not receiving warnings of impending natural or other threats. The phone system is the only positive way to pass critical information from one school to another and/or to police, fire and other authorities in the event of duress or an emergency. It must be inherently reliable.

Just like a telephone system is the critical link for emergency communication, so is electronic lock control of school entrances. Most emergencies can be avoided or their consequences reduced with prompt, decisive action. Electronic door locks provide that capability with the push of a button. Or not pushing the button. Properly arranged at a school's main entrance and near the hands of the person charged with determining admittance, the lock control button removes the need for physical restraint of one intent on getting inside where they may not belong. Adding a provision for card reader filters entry to those authorized and reduces the need for verification of each person approaching the door. Adding the electric lock/card reader component to the faculty's entrance and providing monitoring capability on all the other exterior doors gives a school an opening security system that is completely automated. Custodians or security personnel no longer need to "make the rounds" to be sure every door is secure. The status of every door can be indicated on a single control panel.

A visitor to Sheridan School District told Superintendent Michael Clough "Your schools exude poverty". Except for the high school constructed in 1972, all the schools date prior to 1960 and they look and act like it. Parents in the District seem to agree as the student population has steadily decreased over the past 10 years leaving 84% of students on free and reduced lunch and 10% from homeless families. The citizens of Sheridan want their community to return to its once competitive position amongst its much larger neighboring cities. They've shown their commitment by supporting a school bond issue and a \$96 million tax increment financing bond to commercially develop the River Point Center. They've leveraged their future all they can and are now asking for help from the BEST program before the next visitor from the mental hospital wanders through the school grounds.

Issue: Other

Deficiencies Associated with this Issue:

The deficiencies listed below focus on emergency notification and door control systems district wide at Sheridan School District. The items are referenced to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303(1).

3.7. Facilities equipped with closed circuit video and keycard or keypad building access.

In all of Sheridan School District, only one door at the middle school, the main entry door, is equipped with electric door locking capability. None of the doors at the remaining four schools have this essential safety feature. Without this feature complimented by a "buzz in" capability, access restriction of "visitors" rests with the presence, physical or otherwise, of the person responsible for monitoring those who would enter the building. The effectiveness of the monitoring person's ability to assess motive and thereby restrict or allow passage as well as their persuasive powers are all that keep those who shouldn't be in the school, out of the school. The presence of a lock that takes special effort to open by the monitoring person is a most effective tool in the arsenal.

3.8 An Event Alerting Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school for efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations

The telephone system is a vital component in the school district's emergency notification system. The system throughout Sheridan School District is 22 years old and repair parts are becoming increasingly difficult to obtain. The system lacks capabilities inherent in more modern systems. Inconsistent operation or periods of inoperability waiting for parts put the school's occupants at risk of not receiving warnings of impending natural or other threats. The phone system is the only way to pass critical information from one school to another and/or to police, fire and other authorities in the event of duress or an emergency. It must be inherently reliable.

3.9. All other exterior entrances shall be locked and have controlled access.

Almost every elementary school classroom in the District has a door to the exterior. The middle school and high school do not have many doors from classrooms to the exterior but have numerous doors to the exterior as required for emergency egress. These exit doors are usually locked to prevent access from the outside. Classroom doors are rarely locked and if they are, one often finds stones or other devices keeping the door from latching so that teachers can go in and out of the door with ease. None of these exterior doors are electronically controlled or monitored. Even though each classroom in the District except at ECC is equipped with a security camera as part of the CareHawk classroom security system, the cameras can only be turned on by a teacher in the room or by the principal if an intruder is suspected. An intruder passing after hours thru one of the exterior classroom doors propped open would not be detected in the building by the CareHawk or any other system in the building.

Proposed Solution to Address the Deficiencies Listed Above:

The telephone system will use Voice over Internet Protocol (VoIP) which describes the transmission technology for delivery of voice communications over Internet Protocol (IP) networks such as the Internet or Ethernet computer data networks.

The Sheridan VoIP system would include new handset stations in all rooms, connected via the wall data outlets which are connected to the wiring closets via the building network wiring system. Network switches carry the voice traffic to a specialized VoIP server in the District's computer center via fiber-optic cable. The VoIP server handles all call switching, voice messaging storage, facsimile, and connections to all outside phone systems via the Public Switched Telephone Network (PSTN). All inbound and outbound calls to and from the District are handled by the Qwest, the current telephone service provider for Sheridan School District.

How Urgent is this Project:

URGENCY: Immediate. The timing of an event such as the Deer Creek Middle School shootings earlier this year cannot be predicted. Such events are as likely to happen a day from now as a decade from now. Opportunity is the only variable that can seem to be controlled. Removing or at least lessening the opportunity for an unsafe situation is the goal of the emergency notification and door lock systems project for Sheridan Schools.

Using the Deer Creek incident as an example, certainly the ability to warn school occupants of the events transpiring through a comprehensive, reliable, phone communication system would be a critical piece in preventing students or teachers from walking into an ongoing event.

If the main entrance to Deer Creek were configured with a lock down-capable vestibule would this apparently "friendly" gentleman have been allowed to circulate through the school prior to the shootings? Such a vestibule with "buzz in" capability requires the person monitoring visitors to take a positive action to allow someone to enter the building rather than just let them walk on in.

Failing entry through the front door, might the Deer Creek shooter have tried other exterior doors? Monitoring capabilities such as that proposed in this project would have indicated whether any exterior door was open or ajar.

Having the capability to communicate effectively and prevent unauthorized entry would lessen the chance someone could be hurt in a Deer Creek-like situation. Not having that capability would require fate/luck to assume the leadership role in preventing injury or worse.

What is the Cost Associated with this Project:

\$776,605

How Does this Project Conform with the Construction Guidelines:

The items below are referenced with brackets [] to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303(1).

The project conforms to the PSFCG by the following:

3.7. Facilities equipped with closed circuit video and keycard or keypad building access.

Sheridan School District has closed circuit video and a CareHawk intercom/security camera system at all their schools except the Early Childhood Center. The proposed project would add keycard building access capability to each school at two doors. One door, the main entry door would also have controlled access with the "buzz-in" remote release device in the receptionist area.

3.8 An Event Alerting Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school for efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations

The existing telephone system is a vital component in the school district's Event Alerting or emergency notification system. The 22 year old telephone system is failing will be replaced in all school buildings with a state-of-the-art system designed to assure uninterrupted, efficient inter and intra-school communications with connections to local fire, police and medical agencies during emergency or other significant events.

3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or via a video camera system. All other exterior entrances shall be locked and have controlled access. Interior classroom doors shall have locking hardware for lock downs and may have door sidelights or door vision glass that allow line of sight into the corridors during emergencies.

The exterior doors not covered by the keycard building access system will be provided with electronic door monitoring. These doors are intended to remain locked at all times and only opened from the inside by authorized personnel. A person wishing to enter at one of these doors will be required to go to the main entrance for check-in and verification of purpose. Indication of opening will occur at a control console in the Main Office. Interior classroom doors do have locking hardware for lock downs, door sidelights or door vision glass that allow line of sight into the corridors during emergencies.

How does the Applicant plan to Maintain this Project if it is Awarded:

The district's fiscal office in cooperation with the maintenance and technology departments is responsible for implementing and maintaining a

comprehensive planned maintenance and capital renewal program. The program is to provide systematically for the maintenance of district-owned facilities and equipment, the renewal of infrastructure and facilities based upon subsystems' predictable lifecycles, and the long-term elimination of deferred maintenance.

Within the Sheridan School District #2, maintenance work shall be defined as the work necessary to keep all district-owned facilities in good repair and operating condition. This work includes maintaining, operating, and repairing utility systems. It also includes maintaining and repairing basic components of district buildings. We have highly qualified employees on staff. They perform and provide all maintenance and upkeep on our facilities and technology equipment. These employees would care for our keyless entry and phone systems. The staff has many years of experience.

Sheridan School District #2 has made a commitment to allocate \$25,000 annually to the capital renewal budget that will be established if the project is approved. This allocation has been approved by the board of education and is included in our proposed budget for the ensuing fiscal year beginning July1, 2010. The district will provide for maintenance and upkeep proposed within this application per BEST regulations. Once the new systems are installed and operational, it will be included in our existing maintenance and technology guidelines.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$25,000

CDE Comments:

Funded FTE Count:	1,442	Bonded Debt Approved:	\$12,865,000
Assessed Valuation:	\$152,418,590.00	Year Bonded Election Approved:	2006
PPAV:	\$105,736.10	Bonded Debt Failed:	
Bonded Debt:	\$21,040,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$30,483,718.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	69.02%	Median Household Income:**	\$16,045.00
Bond Capital Remaining:	\$9,443,718.00	Free or Reduced Lunch %:	81.90%
Existing Bond Mill Levy:	10.099	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$649,241.40	Affected Sq Ft:	290,732
Current Project Match:	\$205,023.60	Master Plan Complete:	Yes
Current Total Project Cost:	\$854,265.00	CDE Minimum Match Percent:	24
Previous Grant Awards:	\$0.00	Actual Match Provided:	24
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	26.91%
Future Matches:	\$0.00	CFI:	46.66%
Total for all Phases:	\$776,605.00	Inflation:	1
Cost Per Sq Ft:	\$2.00		
Cost Per Pupil:	\$485.00	Davis- Bacon Wage Requirement:	\$39,205

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Frontier Charter Academy – Frontier Elementary Campus

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	59,000
Replacement Value:	\$14,314,318
Condition Budget:	\$2,531,141
Total FCI:	17.68%
Energy Budget:	\$20,650
Suitability Budget:	\$3,349,400
Total RSLI:	28%
Total CFI:	41.2%
Condition Score:	4.12
Energy Score: (20%)	3.10
Suitability Score: (40%)	3.76
School Score:	3.77



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: CORE KNOWLEDGE PROJECT (FRONTIER ACADEMY)

Project Rank: 0.64

County: WELD

Applicant Priority #: 1

Project Title: Major K-5 School Renovation

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The Frontier Academy Elementary campus has two buildings, separated by 100 feet, a 5-foot drop in elevation, and an unsecured parking lot. These two buildings house the 500+ K-5th grade students. One building was constructed for use as a plant & garden center, complete with a greenhouse that is used for the students' cafeteria and art area. The other building was built as a storefront building with an attached warehouse. This building has been used as a carpet store, lumber storage facility, pet store, and most recently to house the 4th/5th graders, P.E. classes, computer lab, and library.

Both the Primary (K-3) and Intermediate (4/5) buildings have significant health and safety issues that must be addressed. Frontier's students are currently learning in sub-standard environments. These spaces have been creatively enhanced to serve educational purposes, yet still have major health and safety hazards that need to be addressed.

A large portion of Frontier's issues stem from the greenhouse structure and a mechanical system that is at the end of its lifespan. Other issues, such as site, (including student security & drainage), as well as ventilation/CO2 are also of major concern.

Outlined below are the major categories of deficiency:

EXCESSIVE CO2
-K-3, 4/5 buildings

MOLD
-Greenhouse cooling system & Gym floor

SECURITY
-K-3- no central entry/lock down

LIFE/SAFETY ISSUE
-Students travel between buildings through the insecure & unsafe parking lot

ADA & CODE VIOLATIONS
-All buildings

GREENHOUSE
-Ventilation, structural load hazard, and unusable educational sq/footage

Even with the above issues, Frontier Academy continues to earn high test scores and is in high demand by Greeley parents. Frontier has a reputation for inspiring excellence and to that end currently has a K-5 wait-list of 1,368 students (2,341 list for K-12) who are enrolled by lottery as openings occur.

Frontier Academy has been educating students in Greeley, Colorado since 1997. During this time, Frontier has received many awards, grants and honors, such as the John Irwin School of Excellence Award (2007-2008), a Daniels Fund Grant (2002), as well as having one of its staff named as the Milken National Educator for Colorado in 2005. Despite Frontier's sub-standard facilities, it continually excels in educating students from all walks of life. Frontier prides itself on moving its students, regardless of their background, to a highly proficient level in all subject areas.

GREENHOUSE/CAFETERIA ISSUES

Frontier Academy's K-3 building has an attached greenhouse that houses our students for lunch, art, and other large group activities. This greenhouse area was not designed as a place for students to occupy on a daily basis, let alone eat lunch in. The greenhouse leaks, has no insulation, and is cooled by swamp coolers that continues to be a breeding ground for mold and mildew. The expense of heating and cooling the greenhouse is very high. Recent snow loads bent some of the structural support beams, forcing us to close off the greenhouse during heavy snows.

The degrading greenhouse also houses part of our art program within a temporary dividing wall in one corner. This room is prone to leaking and some flooding when it rains because of poor site drainage and an exterior building envelope that was not designed with classroom use in mind.

K-3 & 4/5 ISSUES

The building attached to our greenhouse houses all of our classrooms for the K-3 students along with art, music, special education, and one-half of our administrative personnel. None of the classrooms have exterior windows even though most of the classrooms are on an exterior wall. High CO2 issues continue to plague both buildings with readings as high as 2370ppm in one class, and 1845ppm in a second from the state assessment.

Overall, Frontier needs extensive work on our buildings.

Issue: Addition

Deficiencies Associated with this Issue:

Addition

Both the Primary (K-3) and Intermediate (4/5) buildings have significant health and safety issues that need to be addressed. Currently Frontier's students are learning in sub-standard environments that have been creatively enhanced to serve the educational purposes, yet there are still a health and safety concerns needing to be addressed.

The majority of these concerns and issues stem from the greenhouse structure, followed by the site issues (including student security & drainage), as well as code issues in both buildings. All of Frontier's facility issues fall into the list below and are defined in detail throughout the remainder of the document, separated as best as possible into deficiencies to be fixed by either an "Addition" or "Renovation".

Greenhouse: Health & Safety

Greenhouse: Deficiency Summary

Primary: Administration

Primary: ADA

Grounds/Site: Security issues

Grounds/Site: Building Separation – Student Travel

Grounds/Site: Overcrowding & Waitlist

Grounds/Site: Drainage

Grounds/Site: Deficiency Summary

Grounds/Site: Drop-off safety

Grounds/Site: Mold/Mildew

Grounds/Site: Degrading Technology Infrastructure

Frontier's buildings have serious health and safety issues that need to be addressed, as well as site issues that need to be resolved. On the top of this list is the greenhouse, safety/code issues within all of the buildings as well as the site drainage issues that continue to damage the buildings and create hazardous conditions for Frontier's students.

Greenhouse/Cafeteria: Health & Safety issues

Frontier Academy's K-3 building has the attached greenhouse that, as stated above, houses our students for lunch, art, and other large group activities. This greenhouse area is not a suitable place for students to occupy on a daily basis, let alone eat lunch in. The greenhouse leaks, has no insulation, and is cooled by swamp coolers that continues to be a breeding ground for mold and mildew. The expense of heating and cooling the greenhouse is also very high. In the winter, when we receive heavy snows, the roof of the greenhouse bows under the load and we have to relocate our students until the snow has melted. During the last heavy snow, the roof bowed so deeply that we called in a structural engineer to assess the roof's structural integrity. It was deemed safe but we are unsure of how many more snow loads it will be able to safely withstand.

The greenhouse section also houses part of our art program within a temporary dividing wall in one corner of the greenhouse. This room is prone to leaking and some flooding when it rains because of poor site drainage and an exterior building envelope that was not designed with classroom use in mind. Below is a summary excerpt from the SLATERPAULL/JHL team assessment and deficiency report. The full document can be found in section-8 "Assessment Summary" as well as the formal Frontier Academy Master Plan.

Greenhouse: Deficiency Summary

The greenhouse is comprised of a steel structure with an exterior skin of polycarbonate. The walls and roof leak due to the fact that the building is a green house and was never intended to be water tight. The roof has some stress and support strain from snow loads but is still has structural integrity.

Large wall mounted evaporative units cool the space and blow sediment into the air. Half of the greenhouse can only be used as storage for that reason. The evaporative units provide all ventilation and outside air to the space. There is inadequate electrical service to the classroom space within this structure due to the fact that it is a greenhouse. Minimal lighting serves the space as the walls and roof are translucent. Plumbing to the classroom consists of a hose bib and bucket. The greenhouse is accessible through the Primary Building.

Primary: Administration issues

The K-3 building also houses part of our administration personnel. They are scattered throughout the building in whatever space could be converted into a space for an office. The main administration area has a reception area and two offices. Some personnel are in large closets, as are some of our break-out small student group rooms, which also is a code violation, since there is no sprinkler system.

The sole clinic space for this school is also located in the administration area and serves both buildings. The clinic lacks running water or dedicated toilet facilities. Children who are in the Intermediate building walk between buildings to the clinic when they are ill.

The teacher workroom is housed in the old storage garage section of the primary building. The old garage door is not tight enough to keep out the field mice and other rodents, which can become a problem for the whole building.

Primary: ADA issues

Currently the Primary building does not have the correct ADA access to any of the bathrooms, no electronic door access on our entryways, and no ramp between buildings. Right now there is a curb on either end of the walkway between both buildings that does not allow wheel chair access to the other building.

Grounds/Site: Security issues

Frontier struggles with the use of two separate buildings. Each building functions as an individual entity. The Primary building has multiple points of entry that create security issues related to lack of a central point of access for visitors and no secure way to prevent entry in the case of an emergency. There is no intercom system that functions between the buildings, no ability to lock down all the doors from a centralized location and the only communication between the buildings are two separate phone systems, one for each building. The classroom locksets within the building are not security locksets; teachers must secure the doors from the corridor in the event of an emergency.

The biggest issue in regards to the K-3 building is the fact that it has multiple entry points which create major security gaps. We have no central point of access for visitors and no secure way to keep them out in the case of an emergency. The lack of a central administration also contributes to this safety concern because of their distance to the entry points of the building.

Within the K-3 building there is no formal intercom system. The office uses an all page function through the phones for important messages and announcements. The "bell system" consists of the secretary ringing a table top bell into her phone receiver with the phone page system enabled. There is also no ability to lock down all the doors from a centralized location.

The 4/5 building also has no intercom system other than the loudspeaker button on their PBX-style phone system. The phone system is on a separate line from the elementary so to dial the other building you must dial the full 7-digit number. Students who are sick must cross between the buildings to the Primary building to get to the nurse's office, as well as for lunch, art, and music.

The 4/5 building lacks a central entry point. Students use doors on the west side of the library, the front entry, and the rear door adjacent to the condenser units for entry and exit. Similar to the K-3 building, there is no way to monitor these entry points and no way to automatically lock-down all of the entry points into the Intermediate building if the need arose.

Security of our students and staff is a huge concern for Frontier Academy. The need for a secure path between buildings, a central entry point of entry, and proper HVAC systems so that doors don't get propped open is critical for the safe education of our students.

Grounds/Site: Building Separation – Student Travel

Another major safety and security issue is the separation of Frontier's buildings. There is a 5-foot elevation drop between the Primary building and the Intermediate building. The sloping sidewalk can get icy and the path leads right into patches of ice that are created by our poor site drainage. It is difficult for staff to supervise students while they go from building to building. Students often need to traverse this separation alone to see the nurse in the other building, go to a specials class late, or return a library book. Students cross a blind corner into an alley where the trash truck drives in, and then down the slope and across a parking lot to go from building to building. This not only creates a safety issue but also a security and liability issue that is hard to resolve in its current configuration. Schools are also facing tougher security issues in today's world. And new types of security issues have become highlighted since the Columbine tragedy. Shooting scenarios as well as "snatch and grab" type of issues with parents that do not have custody of their children, or kidnappings are concerns to Frontier.

Grounds/Site: Overcrowding

Currently, Frontier has a K-5 wait-list of 1,368 students that would like to attend Frontier Academy (2,341 list for K-12). Frontier Academy, in its initial charter agreement, stated a maximum cap on students per classroom at 25 students, and is currently reaching that limit in many of its classrooms. Without additional space, we cannot take any more students.

Frontier's Kindergarten program is a half-day program. When the state goes to mandatory full-day Kindergarten we will have no place to house these students unless we buy modular/portable classrooms for them.

Our office space and administration space is also extremely overcrowded. Staff members share office space, have offices in large closets and we have only one nurse office between both buildings. The lack of space has caused us to move administration staff to any available and usable space. The decentralized administration space makes it hard for administration to work efficiently and, as stated earlier, causes a security issue during emergency situations.

Ground/Site: Drainage

The main retention pond of our site is higher than our building, which causes water to run back towards the lowest parts of our buildings and flood inside. This is most prevalent on the back south east corner of the Primary building, in the greenhouse structure, and in sections of the south side of the warehouse/gym.

These drainage issues cause ponds to form adjacent to our playfields that stay for weeks. This pond, called “Lake Frontier” by the staff, often becomes a breeding ground for mosquitoes. The ponding also limits our use of the flooded field, making the playground and physical education areas extremely small for our given population compared to a similarly sized elementary school. Ponds also form on the north and west side of the Intermediate building (4/5) in the parking lots. In the winter, these depressions cause ice to collect and make a slip hazard for staff, students, and cars. The majority of Frontier’s workers compensation claims have come from slips and falls in these areas. Below is the deficiency assessment summary from the SlaterPaull/JHL team. Full document can be found in section 8 as well as the Master Plan.

Grounds/Site: Deficiency Summary

The site is relatively flat with little positive drainage away from the buildings. The south of the site slopes slightly to the north draining water towards the buildings. There are two parking lots and drop-off areas at the front of the buildings and minimal landscaping at the front “doors.” There is a detention pond at the north side of the west parking lot that is higher than both buildings or parking lots. Very little surface run off from the parking areas reaches the pond. Most of the surface water ponds next to the Primary building green house. During the winter the water that ponds in the parking areas and next to the Primary building turns to ice which results in compensation claims. Currently, there is no ADA accessible route connecting the buildings.

The play area is small considering the number of students who use it. The field has such heavy use that the grass, while irrigated, will not grow. The field has been replanted twice and is mainly dirt. There is a large paved area behind the Intermediate building that could be used for play, except that it is often flooded with up to a few inches of water. With proper drainage the school could double the available area for PE and recess.

Grounds/Site: Drop off

Frontier Academy is a charter school and therefore the majority of students are driven in by their parents individually or in a carpool. The front drop off area gets inundated with hundreds of cars during the start and end of school. The current drop off lane has little or no buffer between the entry door and the drop off lane which creates a safety issue with pedestrian traffic. Overall, the drop-off/pick-up area needs to be reworked.

Frontier releases all first through fifth grade students at the same time, and the queue of cars for pick-up stretches around two blocks. Sidewalks in front of the pick-up area are of insufficient width to accommodate the number of waiting students. There are also safety issues related to children trying to reach their parents who are waiting off site and cars that block business and residential access in the area.

Grounds/Site: Mold/Mildew

Aside from the security and safety systems deficiencies within the buildings, there are two environmental hazards that impact the condition of the facility. Mold and mildew are present in two locations within the facility. Mold and mildew are growing within the art classroom walls in the greenhouse due to humidity and leaks both from the walls and exterior drainage. The Gym floor in the Intermediate building was installed over a slab on grade and tends to collect moisture. There is mold between the floor and slab that should be remediated. The condition is particularly troublesome due to the fact that there is no outside air ventilating the space. The only source of air is through two doors that can be opened during school activities.

Grounds/Site: Technology

Though there are serious deficiencies in the greenhouse and administration areas, technology deficiencies as a whole will be discussed in the “renovation- deficiency” section below.

Proposed Solution to Address the Deficiencies Listed Above:

New Addition - Option A - Base Bid

Infill Addition

Concerns that were deemed most critical to the function and safety of Frontier Academy include creating usable safe space for a cafeteria and specials classrooms, providing one central entry to the school that can be monitored, providing full day Kindergarten classrooms prior to the state mandating that requirement and accommodating the issue of a lengthy wait list by increasing the number of instructional spaces to five-rounds. This would add an additional classroom at each grade level.

The building diagram explored connecting the two classroom buildings with a new one story addition that will house shared spaces such as the specials classrooms and the Cafeteria as well as a new main entry and central administration area. The spaces that formerly existed within the Green house would be relocated and the green house removed. The new addition would achieve LEED certification.

With respect to the existing buildings the team looked at Option A - Base Bid to resolve the most pressing issues. Option A would include reconfiguring the interior of the primary building to bring classroom sizes up to program level, as well as address code infractions in the Primary and Intermediate buildings. A site component was also included that addressed centralizing student drop-off and resolving site drainage issues on the west side of the Primary building and south of the Intermediate building.

Addition

The new addition to the building will incorporate the sustainable elements outlined below. The existing buildings are sited facing north/south. The entrance to the Primary Building faces north and entrance to the Intermediate building faces west. The new addition that will connect the building will be oriented to utilize daylight, minimize north entrances, incorporate building shading features, and unify multiple entrances into one main entrance that will offer physical and visual security. The area north of the addition will receive xeriscape low maintenance plants that can withstand normal use by students. Trees will be planted to screen the south side of the addition and protect the north elevations from wind.

Since this facility is a charter school, students come from all parts of the district. Transportation to the school is mainly through carpooling and parent drop-off. The school does not provide busing. Staff requires adequate parking, and some parents park and walk their children into school. Drop-off is separated from parking and will remain unchanged. Service and delivery will be designated and separated to allow access with conflict with drop-off and parking.

A main entry to the school is vital to its operation and safety, as well as providing an identity. The new entry and administration area should be welcoming and friendly yet allow the school to secure the entry and public areas from student areas. The new administrative area should allow vision to the drop-off areas and main entry for safety and supervision.

There are many issues to be considered during the design process, particularly as existing buildings will be reconfigured and connect with new construction. Because the new addition will be separated from the existing construction by demising walls, the addition may be treated as an individual building. The team has completed a LEED checklist and CO-CHPS checklist and believes that LEED certification can be achieved for the new addition.

High Performance refers to both the performance of the building and its occupants. In a school setting, sustainable design acts as a teaching tool. It becomes a way to learn about architecture, engineering, construction and environmental science, and three dimensional and real environment. The design team and school will work in tandem to incorporate learning opportunities within the design. These can include solar geometry, structural fundamentals, mechanical and electrical features, water cycle and field ecology.

Daylight

Daylighting is critical to learning environments. Currently, the majority of learning environments do not have daylighting. The school is strongly in supportive of daylighting in all the new instructional spaces. This can be achieved through new windows, skylights and light shelves. Clerestory windows can also be utilized to bring light deep into the interior of the building.

Natural Ventilation

Natural ventilation will also be an important addition to the school. Operable windows will be included in the design so that outdoor air can enter the building. This would allow the occupants to control the comfort level of their spaces as well as decreasing reliance on natural cooling. The team may also explore passive cooling through the use of clerestory ventilation and stack effect.

Materials

Materials used in the construction of the new addition will be durable and allow for well insulated and energy efficient construction. Interior materials will address durability and flexibility. Local materials will be used when possible. Making use of polished or stained concrete for flooring or using linoleum rather than carpet or vinyl is desirable. Acoustic properties within the classrooms are critical. Open ceilings will be used where possible, but acoustics within these spaces will have to be carefully considered.

Technology

The school values technology and connectivity to the "outside" world which includes the school district. They currently have one computer lab within their library and connectivity within their classrooms. All new spaces will have a greater level of connectivity and network speed.

Mechanical

The base mechanical system shall consist of a centralized heating and cooling system, with roof or ground mounted variable air volume air handlers. The centralized cooling system will consist of an air cooled chiller with an option for ice storage. The centralized heating system will consist of high efficiency natural gas fired hot water boilers. The air systems will consist of VAV air handling units serving zoned VAV boxes with hot water heating.

Plumbing

The plumbing system shall include a centralized hot water heating system utilizing a high efficiency condensing type hot water heater and associated storage tank. The domestic hot water system will utilize a hot water circulation pump to ensure hot water is available at plumbing fixtures. New plumbing fixtures will include 1.28 gallon per flush (GPF), mounted water closets, 1/8 GPF, wall hung urinals, and counter or wall mounted lavatories with 0.5 gallon per minute (GPM) lavatory outlets. The use of water-less urinals is an additional option that will be discussed during the design. All flush valves will be specified with battery powered sensor actuation. Lavatory faucets will also be specified with battery powered sensors.

Electrical

Lighting will consist of direct/indirect fixtures with T-12 lamps in instructional spaces. Dual level switching and occupancy sensors will also be employed. Use of daylighting is intended to reduce the reliance on lighting. Solatubes will be used in corridors and in spaces that may not have windows.

“C.O.P. Use”

Frontier Academy, operating as a charter school, funds its facilities out of operating capital. We dedicate approximately 20% of our PPOR to financing our current facilities. Currently, the K-5 facilities affected by the BEST Grant are funded as follows:

- Wells Fargo Bonds
- Security: First Mortgage

We have contacted Wells Fargo, acting as the trustee on the bonds, and have arranged for the State to have a free and clear site and building pad to serve as the State’s trust estate. The process is as follows:

- BEST Grant site identified and surveyed
- Appraisal of BEST Grant site cost
- Release of site to State in return for land payment (included in our budget at \$120,000)
- Establishment of party wall agreements between Wells Fargo trustee and State
- Project funding and construction utilizing C.O.P. funds

This allows the C.O.P. to have the following:

-
- Free and clear site for C.O.P. lease
- Access and parking on-site should Frontier Academy cease to exist

Please note that because the addition and base renovations are so tied together and integrated that the cost below reflects the cost of Option A - Base addition AND remodel.

How Urgent is this Project:

The greenhouse structure, non-central admin, and site issues are all very urgent issues. If this is not corrected soon, Frontier will experience a failure that cannot be creatively remedied.

The last big snow load significantly damaged the roof supports in the greenhouse. If we get another heavy and wet snow, more damage will most likely occur, forcing us to shut down the portions of our program that use that area, like our cafeteria. Even without a big storm, the greenhouse is not a good place for kids and is currently at the end of its usable lifespan.

Security and site hazards are hard to put into a definitive time frame. Every day that Frontier's kids are exposed to these issues puts our kids at risk of injury or harm.

What is the Cost Associated with this Project:

\$ 5,378,615 w/base renovation

Issue:

Deficiencies Associated with this Issue:

The deficiencies described below primarily reflect changes that need to be made that would be solved by renovation. Some of the deficiencies may also be solved by the infill addition of this project since the renovation and addition are tied together to solve our long lists of deficiencies.

Primary: Summary

Primary: Building insulation

Primary: Specials & Acoustic issues:

Primary: Mechanical/HVAC issues

Primary: HVAC Deficiencies Summary

Primary: Lighting & Electrical issues:

Primary (K-3) Electrical Deficiency Summary:

Intermediate (grades 4/5): Summary

Intermediate: Mechanical/HVAC
Intermediate: Deficiency Summary
Grounds/Site: Mold/Mildew
Grounds/Site: Technology
Grounds/Site: Energy Efficiency

Primary: (K-3) summary

The Primary building was formerly used as a retail garden center adjacent to the aforementioned greenhouse. The building has been remodeled several times; the last renovation occurred in 1997 when Frontier Academy purchased the building. This building houses all of our classrooms for the K-3 students along with art, music, special education, and one-half of our administrative personnel. None of the classrooms have exterior windows even though most of the classrooms are on an exterior wall.

Primary: Building insulation

The K-3 facility is a metal building with an exterior skin of minimally insulated stucco. There are six exterior doors that are often left open to help cool the building since there are no windows. The roof is over twenty years old, leaks in locations and has been evaluated by the CDE Assessment which recommended replacement.

The building is also difficult to heat and cool due to fact that it was formerly a garden center and does not have adequate insulation. There is batt insulation that has been installed over the ceiling tiles but often gets disturbed by maintenance access. This insulation acts as a thermal barrier and an acoustic treatment and is minimally successful at achieving both goals. Above the suspended ceiling is a large plenum area that extends another ten feet making the facility hard to heat and cool.

Primary: Specials & Acoustic issues:

As shown, all of our classrooms have suspended ceilings. These provide minimal sound isolation between regular classrooms. Yet our music room also has a suspended ceiling and shares a wall with regular classrooms. This does not provide a sufficient barrier for their noisy activities. Another art room is right next to the music room. This art room only has one small sink, and their only storage is in a partitioned section of the mechanical/electrical room. We were recently written up (see attached) by the fire department for code violations pertaining to this area since we use it for storage and it is open to the plenum space as well as near the mechanical/electrical room.

Primary: Mechanical/HVAC issues

The mechanical systems in the K-3 building are also an issue. Some classrooms are freezing in the winter and hot in the summer. To compensate, they run space heaters and/or fans to try to keep the environment hospitable for learning. The mechanical systems and building envelope need to be upgraded to help keep all of our learning environments at a comfortable level. The CDE assessment showed CO₂ levels as high as 2370ppm in one class and 1845ppm in a second. Below are the details from the SLATERPAULL/JHL team assessment of our mechanical systems. The full assessment document can be found in the Frontier Academy Master Plan as well as in Section 8 of our completed BEST application.

Primary: HVAC Deficiencies Summary

Five constant volume rooftop units serve the building. Two 12 ½ nominal ton units serve the south side of the building and three 7 ½ nominal tone units serve the north side of the building. All five units are constant volume single zone units with gas heating, DX cooling, barometric exhaust and outside air hood. Temperature control of classrooms is difficult as there are five total units serving thirteen spaces. There is no way to deliver air at differing temperatures to classrooms because of the operation of the units. Often one thermostat will control temperature in multiple spaces. Maintenance of the units is also an issue. The majority of the units have surpassed their lifetime and need frequent repair.

The CDE Assessment recommended replacement of the units due to age.

At each mechanical unit, the outside air and exhaust are in a stacked configuration which leads to mixing the outside air and exhaust air. The CDE Assessment indicates extremely high levels of CO₂ in the occupied spaces. High levels of CO₂ indicate poor indoor air quality, which is a detriment to student learning and health. This condition may be attributed to the configuration of the rooftop units. The size of the outside air intakes on the rooftop units appear to be substantially undersized for the necessary ventilation and utilization of the spaces. Code requirements for school ventilation are much more rigorous than requirements for retail/warehouse spaces.

Primary: Lighting & Electrical issues:

The Primary facility has no windows to the outside. Many studies have shown the significant positive impacts of daylighting classrooms. Without daylighting in classrooms the electrical usage goes up as the room lights need to be on constantly. The 2 windows that we do have in the facility are single pane and share a wall with the greenhouse. Since the greenhouse can be extremely loud while in use, students who use these spaces can have a hard time concentrating on the task of learning. The electrical plugs in the classrooms are sufficient in number but in some of the worst locations, such as under the instructional whiteboards. To get power to where the teachers need it they end up running extension cords and power strips behind bookshelves and along the floor. Further detailed information from the Slaterpaul/JHL team assessment is below. The full document is once again available in section 8 as well as the Master Plan.

Primary (K-3) Electrical Deficiency Summary:

The condition of the electrical service is adequate yet there is no additional capacity for expansion. The CDE Assessment recommended replacing the system. The main electrical room contains the majority of the panels as well as the sprinkler riser for the building. This is a code violation and should be remedied. Lighting within this building is primarily 2x4 lensed fluorescent fixtures with either T-12 or T-8 lamps. Classroom footcandle levels were measured in the CDE Assessment and were found to be 44fc. Several non-instructional spaces for staff use do not have ceilings or adequate fixtures and are open to the plenum. Classrooms are missing fire alarm notification or horn strobes. Emergency lighting does not appear to be maintained.

Three classrooms have limited access to daylight. Ten remaining classrooms do not have daylight or views because there are no windows or accessible skylights. Daylighting into these spaces would improve teacher attendance by reducing sickness and increase student performance. Classrooms within this space have acoustic issues due to the fact that partitions between the classrooms extend only to the underside of standard acoustic tile ceilings.

Intermediate (grades 4/5): Summary

The biggest issues in the Intermediate building pertain to the warehouse area, code issues and lack of a sealed building envelope. The building sits five feet lower than the Primary building and is comprised of two masonry structures attached to a steel "warehouse" building. The warehouse is used as a gym, drama room, storage, the afterschool program, teacher lounge, and provides a corridor between the main 4/5 classroom area and the library. The warehouse facility including the gym section leaks, has insufficient insulation, and no cooling system. The floor of the gym is the original concrete pad but because it was unsafe Frontier installed a foam-core interlocking tile floor several years ago. Recently it was discovered that the underside of the floor has begun to mold from exposure to water.

Intermediate: Mechanical/HVAC

In the warehouse section of the 4/5 building, Frontier runs the old gas combustion box heaters that were used to heat the warehouse. These units produce fumes that are not vented to the outside. These units are run all winter to heat the warehouse during the school day.

The roof of the warehouse building has a peak vent that is open to the elements, which is basically a 3-foot vent with a screen covering it. This vent not only lets heat out in the winter but also lets in rain and snow. There is no AC or cooling system of any kind in the warehouse section. The lack of a proper cooling and insulation system causes the staff who use the warehouse to often prop open locked doors to mitigate the temperature, thus creating a safety/security issue.

The sub-par mechanical systems continue throughout the Intermediate building. Eight residential style condenser units sit outside of the back door of the main classroom section of the Intermediate building for classroom cooling. The insulation in this main classroom area of the building is also insufficient, especially in the areas adjacent to the warehouse section. Last year we had to remove the insulation that was sitting on top of the suspended ceiling in the 4th grade classrooms because mice were making nests in it. Now those classrooms have only the suspended ceiling tiles, the airspace in the plenum, and the warehouse outer shell to insulate them from the outside temperatures. Once again an excerpt from our detailed deficiency summary completed by our design/build team is included below.

Intermediate: Deficiency Summary

The building is served by multiple single zone gas fired furnaces with ground mounted DX condensing units. The office area is served by a single 10 nominal ton rooftop unit with DX cooling, gas fired heating, relief air and outside air hoods. The gym space within the steel building is served by multiple indirect gas fired unit heaters located within the space.

The CDE Assessment indicated extremely high levels of CO₂ in the occupied spaces. Review of the systems currently installed indicates multiple areas which may lead to high levels of CO₂. The outside air connections to the existing furnaces are substantially undersized for the occupancy of the spaces. The rooftop unit serving the office area has a stacked outside air/ exhaust air configuration which leads to the mixing of the outside air and exhaust air systems.

The gymnasium unit heaters have no source of outside air. There are exhaust louvers at the ceiling level that are not currently operable. The gymnasium as a whole does not have any source of outside air. During the winter months the heaters run continually because the space is not insulated.

Grounds/Site: Mold/Mildew

Aside from the security and safety systems deficiencies within the building there are two environmental hazards that impact the condition of the facility. Mold and mildew are present in two locations within the facility. Mold and mildew are growing within the art classroom walls in the greenhouse due to humidity and leaks both from the walls and exterior drainage. The Gym floor in the Intermediate building was installed over a slab on grade and tends to collect moisture. There is mold between the floor and slab that should be remediated. The condition is particularly troublesome due to the fact that there is no outside air ventilating the space. The only source of air is through two doors that can be opened during school activities.

Grounds/Site: Technology

Frontier's technology system is antiquated and degrading. Currently, the Primary Building has CAT3 wiring, 10MB, non-plenum rated hubs mounted above the suspended ceiling of a central classroom. There are no cable runs in the greenhouse space or in either of the art spaces. If a teacher needs a second data port they are provided with a small switch and extra long cables to provide access to their secondary student computers. Most extra computers in classrooms for student use are not connected to the Internet because of the lack of working data ports.

A CAT6 cable was pulled through an existing non-sealed conduit to terminate into two 4-port home office switches on either end to connect the buildings into one physical network --if this conduit floods, the cable will short out, causing the K-3 building to lose access until repaired. Cabling inherited from the former building occupants was woven together with some new cable runs in 1999 to form the patchwork network backbone that Frontier uses today.

Within the masonry portion of the Intermediate building there is Cat 5 cable strung to each classroom and patched into a central switch in the corner of one of the upstairs classrooms. This was installed in 1999. As other sections of the building were purchased Frontier was forced to daisy-chain switches throughout the building to provide the path for traffic to flow to the library, as well as to the router that provides service to the Internet via the Secondary campus.

A Jared Polis Grant was awarded to the school four years ago to upgrade the technology lab, which is located in the Intermediate building. The library technology lab has pods of computers serviced by Cat5 cable strung down the from the ceiling to each grouping of computers, also on a small switch. These cables are tucked up under the tables to stay out of the way of the children's feet.

Grounds/Site: Energy Efficiency issues

Within the last thirty years energy efficient measures have improved dramatically. The Primary building is a steel building with interior insulation. The exterior is three coat stucco over the metal. The existing roof is EPDM with minimal rigid insulation. Frontier has tried to improve temperatures and acoustics within the classrooms by laying batt insulation on top of the acoustic tile ceilings. Some of the staff areas are open to the unconditioned plenum. The plenum is as large as the occupied space. Therefore, adding heat in the work spaces is very inefficient.

The heating system within the greenhouse was original and designed to heat plants, not students. It is a radiant electric system. The greenhouse is completely un-insulated, but does benefit from direct solar gain through the translucent skin. Use of the facility for evening events during the winter months is not feasible as the heating system must be cycled on and off manually in order to maintain a bearable interior temperature. This is not a high performance building.

The Intermediate building is more energy efficient than the Primary or Greenhouse buildings within the two masonry portions of the building. These are comprised of masonry veneer with insulated interior walls framed in steel. The roofs are insulated EPDM. The steel building area is similar to the Primary building with two exceptions. Exterior walls lack insulation and only minor insulation exists at the roof. Batt insulation has been added on top of the acoustic tile ceilings above the classrooms in this space for addition energy savings. The insulation had to be removed last year, due to the fact that mice were nesting in it. During the winter months, any energy efficiency that exists in the larger gym and drama spaces contained within the steel building is lost because there is no source of conditioned outside air. The indoor air quality is so poor that it necessitates propping open three doors to the exterior to introduce ventilation. Unfortunately, this also allows heated air to escape.

Proposed Solution to Address the Deficiencies Listed Above:

Renovation - Option A - Base Bid

Primary and Intermediate Buildings

The renovation goals for the Primary building include construction of full day Kindergarten classrooms, relocating administration, and improving indoor air quality. The attached floor plan shows the extent of renovation work in the Primary Building.

The greenhouse and concrete pad will be removed. The site will be re-graded in this area to allow for improved drainage. The vestibule on the front of the Primary Building will be removed.

The area at the north end of the building which was the former location of the office will be reconfigured into classrooms. The classrooms and offices along the west side of the building will become Kindergarten classrooms and a new restroom area. New exterior doors will be added at the north and south ends of the existing corridors. Classrooms along the east side of the building will be renovated to allow a new connection between the Primary building and the new addition. Floor coverings and finishes will be replaced as needed. All ceilings will be replaced and the existing lighting reinstalled. The existing restrooms will be brought up to current code and ADA requirements.

Option A: Primary

The renovations to the Primary building are limited in mechanical scope. The existing mechanical systems shall be modified to accommodate new space layouts and existing building systems shall be upgraded to improve energy efficiency and outside air ventilation. The existing gas fired DX rooftop units will be replaced with new packaged gas fired DX rooftop units. The new equipment will include gas fired heating, DX cooling, and 100% economizer with power exhaust. The new DX systems will be specified with power vented heating systems and high efficiency (15 SEER) DX cooling. The air distribution system will be modified to accommodate the new space layout only.

New plumbing fixtures will be specified as required to accommodate the new space layouts. New plumbing fixtures will be low flow fixtures similar to those utilized in the addition.

The existing domestic hot water heating systems within the building will remain.

Lighting within the building is in the form of high efficiency prismatic lens fixtures utilizing T-8 and T-12 lamps. The lighting and power within the building will not be substantially altered except to accommodate any spaces that have been reconfigured. There are clearance issues with respect to access of existing electrical panels that will be addressed during renovation.

Option A: Intermediate

Renovation scope within the Intermediate building is more minimal than that within the Primary building. The area that will receive improvements is the former main entry to the building that serves as the point of connection between the addition and the Intermediate building. The existing reception area will be removed; partitions, ceilings, and flooring will be replaced. Two new small group rooms will be constructed in this area to meet the need for these spaces within the Program. All other spaces will remain.

Mechanical scope for the Intermediate building is equally limited. The existing mechanical systems shall be modified to accommodate new space layouts and existing building systems shall be upgraded to improve energy efficiency and outside air ventilation.

The existing split system condensing units will be replaced with new high efficiency DX split systems (15 SEER). The existing high efficiency gas fired furnaces shall remain. The outside air intakes for the gas fired furnaces will be replaced with new gas fired outside air ventilation units. These units will utilize gas heating sections to provide outside air to each of the furnace systems. The outside air systems shall be sized to accommodate the ventilation rates required for the spaces based on their utilization and occupancy.

The existing gas fired DX rooftop unit serving the north side of the building will be replaced with new packaged gas fired DX rooftop units. The new equipment will include gas fired heating, DX cooling, and 100% economizer with power exhaust. The new DX system will be specified with a power vented heating system and high efficiency (15 SEER) DX cooling.

The existing gas fired unit heaters serving the gymnasium will be replaced with new gas fired heating and ventilating units. The existing roof structure will be evaluated to determine if they can be located on the roof or hung from the structure. If the roof structure cannot support the equipment, ground mounted equipment will be specified. The gas fired systems will be high efficiency power vented systems with fully modulating gas sections. Variable frequency drive systems will be investigated to accommodate the fluctuating usage of the gymnasium as both an instructional space and a gymnasium.

Toilet facilities within this building are ADA compliant and shall remain. The existing domestic hot water heating system in the building will also remain.

Lighting within the building is in the form of high efficiency prismatic lens fixtures utilizing T-8 and T-12 lamps. The lighting and power within the building will not be substantially altered except to accommodate any spaces that have been reconfigured.

Itemized cost estimates are provided for this scope of work and can be found in the detailed budget as well as the Frontier Academy Master Plan.

Option B - High Performance Add Alternate

Although the addition to the building is targeted to be LEED certified, the additions in Option A -Base Bid are not upgraded to be high performance buildings. Option B - High Performance Add Alternate allows for additional improvements to be made to these buildings for purposes of energy efficiency, ventilating, thermal comfort, daylighting, acoustics and use of rapidly renewable finishes.

The building addition in this scenario will also require additional area and scope to accommodate high efficiency heating and cooling systems in both existing buildings. The heating and cooling systems in the addition shall be expanded to accommodate new equipment for the Primary and Intermediate buildings. The central plant installed for the addition will incorporate a larger chiller or additional chillers to accommodate the loads. The central boiler system will be expanded to accommodate the heating loads. The pumping system will be increased to accommodate the new centralized equipment. The plumbing systems within the addition will also accommodate the loads of the existing buildings.

Option B: Primary Building

This building will receive extensive upgrades to the building envelope. The roof and insulation will be replaced to achieve R-30. The exterior of the building will also receive additional insulation to bring the r-value up to R-19. Insulated glazing will be added so that the majority of classrooms will have ventilation to the exterior as well as access to daylight and views. Solatubes will be added to any remaining interior classrooms to improve daylighting. Ceilings and lighting will be replaced to improve the acoustics within the classrooms and improve the light quality. Rapidly renewable finish materials such as linoleum, will replace existing vinyl composition tile. Low VOC paint and carpet with high recycled content will improve the classroom environment.

The existing mechanical systems will be replaced with new packaged VAV air handlers. The air handlers will utilize chilled water cooling coils and hot water heating coils. These units will also incorporate variable frequency supply and return/exhaust fans and 100% outside air economizers.

The existing air distribution system will be removed and replaced with a new VAV air distribution system. The new system will utilize variable air volume boxes to serve individual thermal zones. The VAV boxes will utilize hot water heating coils.

The existing domestic hot water heating system will be replaced with a new central hot water heating system extended from the addition domestic water heating system. The hot water circulation system will be sized and piped to accommodate the existing plumbing system.

The existing plumbing fixtures will be replaced with new low consumption plumbing fixtures. The existing water closets and urinals will be replaced with similar fixtures as utilized in the addition. The faucets in existing lavatories will be replaced with self metering low flow faucets as outlined for the addition above.

Option B: Intermediate Building:

The Intermediate building will also receive upgrades to the building envelope. Insulation will be added at the underside of the roof insulation to achieve an r-value of R-30. The exterior of the building will also receive additional insulation to bring the r-value up to R-19. Operable windows with insulated glazing will be added, and existing windows replaced so that the majority of instructional spaces will have ventilation to the exterior as well as access to daylight and views. Solatubes will be added to any remaining interior spaces, particularly the gym, to improve daylighting. Ceilings and lighting will be replaced to improve the acoustics within the classrooms and improve the light quality. Rapidly renewable finish materials such as linoleum, will replace existing vinyl composition tile. Low VOC paint and carpet with high recycled content will improve the classroom environment.

The mechanical and plumbing systems will also be upgraded. The existing split system air handling systems and packaged gas fired DX systems will be replaced with new packaged VAV air handlers. The air handlers will utilize chilled water cooling coils and hot water heating coils. These units will also incorporate variable frequency supply and return/exhaust fans and 100% outside air economizers.

The modifications outlined above for the gymnasium will be similar with the exception of utilizing a central air handling system which incorporates chilled water and hot water coils in lieu of DX and gas fired equipment. The new system will incorporate variable frequency drives to allow for lower airflows during periods of low occupancy as well as CO2 ventilation control.

The existing domestic hot water heating system will be replaced with a new central hot water heating system extended from the addition domestic water heating system. The hot water circulation system will be sized and piped to accommodate the existing plumbing system.

The existing plumbing fixtures will be replaced with new low consumption plumbing fixtures. The existing water closets and urinals will be replaced with similar fixtures as utilized in the addition. The faucets in the existing lavatories will also be replaced with self metering low flow faucets as outlined for the addition above.

How Urgent is this Project:

The HVAC system in the K-3 building has reached the end of its usable life and will need to be replaced in the next 3 years.

Parts of the HVAC system in the 4/5 building has also reached the end of its useful life, especially in the warehouse/gym section where exhaust louvers have already become inoperable.

Code, ADA, building envelope, and lighting issues are hard to put a solid time line on since most do not have an official lifespan. Yet if we gauge these issues on when they have reached the point of not being efficient or not compliant, then Frontier has reached that point on all of the above issues.

What is the Cost Associated with this Project:

\$ 2,118,465 High Performance add alternate.

How Does this Project Conform with the Construction Guidelines:

We have reviewed the Colorado Department of Education, Division of Public School Capital Construction Assistance, Capital Construction Assistance Public Schools Facility Construction guidelines and will conform to the guidelines for the addition and renovation of Frontier Academy. Listed below are line item references to sections that apply specifically to this project.

Section 3.9: Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or via a video camera system. All other exterior entrances shall be locked and have controlled access. Interior classroom doors shall have locking hardware for lock downs and may have door sidelights or door vision glass that allow line of sight into the corridor during emergencies.

--The new addition to the building specifically addresses the main security issue of Frontier, that of having two main entrances on two separate buildings. The new addition plan shows a new main entry on the northwest corner of the administration area with a secure vestibule. The main corridor links this area to the remainder of the building. All other exterior exits will receive new hardware that limits access. All new and existing classroom hardware will have security locksets.

Section 3.12: Healthy building indoor air quality (IAQ) through the use of the mechanical HVAC systems or operable windows and by reducing outside air and water infiltration with a tight building envelope.

--Indoor air quality is a pressing issue in both the Primary and Intermediate buildings. New high efficiency mechanical systems will replace the units that are currently in place to address the high CO2 levels found in the buildings.

--The new addition to the buildings will have a mechanical system that is 28% more efficient than requirements for ASHRAE 90.1. Operable windows will be provided in the new buildings.

--The existing building envelopes will be improved in Options A and B to eliminate infiltration through existing openings. The building with the greatest infiltration issues, the Greenhouse, will be removed.

Section 4.10 Elementary schools (grades PK-5) shall provide exciting learning environments for children along with associated teaching and administrative support areas. When possible daylight with views shall be incorporated in all learning areas to supplement well designed task oriented artificial lighting. Acoustic materials to reduce ambient noise levels and minimize the transfer of noise between classrooms, corridors, and other learning areas should be utilized to create a learning environment that focuses the student's attention. The following uses should be incorporated in elementary educational facilities:

--Band/vocal room with high ceilings and acoustical wall coverings;

--Art Room with ample storage cabinets and counter sinks. Finish materials in art classrooms shall be smooth, cleanable and nonabsorbent;

--Administrative offices, nursing area, bathrooms, conference, reception and building support areas to accommodate the educational program.

--The addition to the building will provide new space for a cafeteria, centralized administration, and specials classrooms. The specials classrooms are currently small in size, storage is cramped or non-existent and the acoustics in these spaces are not conducive to learning. By locating these spaces in the addition, ample storage can be provided, walls can be insulated and framed to deck, improving acoustics and proper sustainable and cleanable surfaces can be installed.

--Within the addition, the administrative offices can be grouped together, a proper clinic with access to a restroom can be provided, operable windows and daylighting with views can complement the spaces. Access into the school will be monitored, and these spaces can finally support the school population as well as the parent community.

Section 5.1: Facilities that conserve energy through High Performance Design (HPD). A high performance building is energy and water efficient, has low life cycle costs, is healthy for its occupants, and has a relatively low impact on the environment. In new construction it is vital that actual energy performance goals are set for the entire building in terms of KBTU/SF/YR total building load by:

--Replacement of old inefficient mechanical systems with new energy efficient systems. Provide controls that monitor the efficiency of the mechanical system and control temperature range of facilities during low/non-use periods and after operating hours.

--Providing a tight and well insulated building envelope with a minimum wall thermal value of R-19 and roof thermal value of R-30. Repair exterior building cracks, caulk building joints and tuck-point masonry walls annually to maintain exterior shell in good condition.

--The new mechanical system in the addition will be highly efficient, in a LEED certified building, with associated controls. Commissioning and enhanced commissioning will also be part of this project and will help to confirm performance. The wall thermal values will be R-19 and the roof will be R-30.

--The mechanical units serving the existing buildings will also be replaced with high efficiency mechanical units in both Options A and B. Building envelopes in both buildings will receive envelope upgrades in Option B to achieve wall thermal values of R-19 and roof thermal values of R-30. Repairs to the envelope will also be addressed.

Section 6.7: (Rehabilitation costs/Replacement costs = % of cost to rehabilitate.

--Based on our cost analysis, building rehabilitation will be \$21.00SF and replacement will be \$233.00SF. The percent of cost to rehabilitate is 10%. This indicates that renovation is viable for Frontier Academy.

How does the Applicant plan to Maintain this Project if it is Awarded:

Frontier Academy continually improves efforts to maintain and upgrade our buildings. Although Frontier Academy students perform well above District averages, we believe that an improved environment (along with our staff and curriculum) would assist in maintaining and increasing student's educational achievements.

Currently Frontier Academy has dedicated the following resources for this purpose. These figures and positions incorporate three buildings on two campuses:

\$180,000.00 annually in Salaries and benefits for:

- One full time Maintenance/Facility staff member
- One On-Call Maintenance/Handyman
- Two full time day Custodians
- Four part time evening custodians

In the Bond Reserves \$250,000 is earmarked for Building Repairs and Replacement. If this money is accessed, it must be replaced in the fund within three years. If this project takes place, Frontier Academy's Executive Committee has approved an additional amount to be set aside of \$25,000 per year until an additional \$250,000 reserve accumulates. This added to the Bond required repair and replacement fund, would create \$500,000 sinking funds for the buildings. This would be set aside with the stipulation of a three year replacement for any funds accessed.

Annually over the past several years an average of \$93,000 has been budgeted for Technology. This is for equipment rotation, infrastructure upgrades, as well as some software/user licensing.

For 2009-2010 school year \$112,000.00 is budgeted for Building repair and Maintenance. This includes such items as elevator Maintenance and safety checking, care and repair of mechanical systems, contracts for ongoing fire alarm and suppression checks, monitoring and repair, pest control, parts and general repairs, painting (scheduled on a rotation as well as on an as needed system), floor replacement and upkeep, plus any other item which would fall in this category.

Frontier Academy has a restaurant license at each campus and there are usually two inspections per year by the County Health Department, for safety and sanitation regarding any food service.

Other related budget lines are:

- Grounds \$15,000.00
- Joint Use \$72,000.00 (This supports an Auditorium and fields shared with another Charter School)
- Janitorial Supplies \$25,000.00
- Non Capital equipment has a budget of \$60,000.00 (includes Custodial and school). This number will be decreased next fiscal year as this year included the purchase of two used school buses.

If the building were enlarged, as proposed in this grant application, resources would be budgeted for additional maintenance and custodial staff as needed to clean and maintain all the facilities.

Each spring, a list of required and requested repairs or projects are discussed by a facilities committee. This group prioritizes and schedules items for the upcoming summer and school year. The group is comprised of the two Principals, the Facilities Manager, Business Manager and at least one Executive Committee member. Meetings are also held throughout the year to evaluate facility needs.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$ 25,000

CDE Comments:

THE APPLICANT HAS MET THE THREE MONTH NOTIFICATION AND HAS BEEN CHARTERED FOR MORE THAN FIVE YEARS AS REQUIRED IN STATUTE. THIS PROJECT WILL NEED TO COMPLY WITH THE HPCP. THEY HAVE PROVIDED A LEED CHECKLIST AND HAVE DEMONSTRATED THEY CAN MEET A LEED GOLD CERTIFICATION ON THEIR ADDITION AND ARE TARGETING CO-CHPS FOR THE RENOVATION. FRONTIER HAS WORKED WITH WELLS FARGO AND ARRANGED FOR THE STATE TO HAVE A FREE AND CLEAR SITE AND BUILDING PAD TO SERVE AS THE STATE'S COLLATERAL IF FINANCED THROUGH COP'S. THE FACILITY WAS PURCHASED IN 2001 IN FAIR CONDITION BUT REQUIRED RENOVATION TO BE SUITABLE FOR A SCHOOL. THE CHARTER SCHOOL STATED THAT GREELEY WAS ONE OF THE NATION'S FASTEST GROWING COUNTIES DURING THESE YEARS. THE COMBINATION OF FRONTIER'S HISTORY IN THESE BUILDINGS, THE CENTRAL LOCATION WITH REGARDS TO GREELEY'S SOCIO-ECONOMIC DIVERSITY, AS WELL AS THE LACK OF OTHER SUFFICIENTLY SIZED AND PRICED BUILDINGS TO HOUSE THEIR STUDENTS WERE ALL FACTORS IN THE DECISION TO BUY THOSE BUILDINGS. GREELEY SCHOOL DISTRICT SUPPORTS THIS PROJECT.

Funded FTE Count:	1,084	Bonded Debt Approved:	
Assessed Valuation:		Year Bonded Election Approved:	N/A
PPAV:		Bonded Debt Failed:	
Bonded Debt:		Year Bond Election Failed:	N/A
Total Bonding Capacity:		2009 Bond Election Results:	N/A
% of Bonding Capacity Used:		Median Household Income:**	
Bond Capital Remaining:		Free or Reduced Lunch %:	42.05%
Existing Bond Mill Levy:		State Financial Watch:	No
Who Owns the Facility:	3rd Party	Charter School Fund Balance:	\$153,882
If it's a 3rd Party Explain:	Bond through Wells Fargo	Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			The site will be subdivided to provide a free and clear building pad for the BEST Grant portion of the facility. Should Frontier Academy cease to exist, the bond holder trustee would take possession of the two existing buildings. The BEST Grant building would revert to the State, along with site improvements, entry, and necessary support to allow the building to operate. As a part of the subdivision, Frontier Academy will establish party wall agreements to facilitate the autonomy of the buildings.

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$6,691,143.00	Affected Sq Ft:	73,321
Current Project Match:	\$1,180,790.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$7,871,934.00	CDE Minimum Match Percent:	90
Previous Grant Awards:	\$0.00	Actual Match Provided:	15
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	17.68%
Future Matches:	\$0.00	CFI:	41.20%
Total for all Phases:	\$7,497,080.00	Inflation:	0

Cost Per Sq Ft:

\$102.00

Cost Per Pupil:

\$10,710.00

Davis- Bacon Wage Requirement: \$143,532

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Pueblo City 60 – Goodnight Elementary/Middle School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	48,548
Replacement Value:	\$14,013,029
Condition Budget:	\$2,761,184
Total FCI:	19.70%
Energy Budget:	\$16,992
Suitability Budget:	\$2,294,600
Total RSLI:	43%
Total CFI:	36.2%
Condition Score:	4.01
Energy Score: (20%)	1.85
Suitability Score: (40%)	4.07
School Score:	3.60



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: PUEBLO CITY 60

Project Rank: 0.62

County: PUEBLO

Applicant Priority #: 1

Project Title: ES/MS Renovation & Addition

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

This project intends to relieve safety and overcrowding issues at Goodnight School. Goodnight is located in south-west Pueblo on 624 Windy Way. It consists of one building originally constructed in 1955, with classroom additions in 1970 and 2004. In 2001, four modular buildings were added to the site in order to house the Middle School program. The 2004 classroom addition was a response to continuous student population growth, which grew 17.5% from 2001 to 2004. Since 2004, Goodnight's enrollment has increased another 9.4%. Goodnight School was identified as the most important facility for capital investment, not only due to the most evident safety issues related to the main building overcrowding and the modular classroom cluster, but also due to its place within the fabric of Pueblo City Schools. We acknowledge the need to justify this project under a broad-based decision making process that would consider different options for the future of Pueblo City School Facilities, that is why we have started by carefully analyzing the place of our schools within the District.

The following illustrates Goodnight's position within the District:

1. Site Acreage: Goodnight's site is 9.98 acres. It is larger than 70% of the 28 ES and MS sites that range from 1.68 acres to 26.29 acres.
2. Facility Condition Index: The FCI for Goodnight is 19.70%. It is better than 90% of the 28 ES and MS buildings that range from 2% to 55.9%.
3. Colorado Facility Index: The CFI for Goodnight is 36.2%. It is better than 80% of the 28 ES and MS buildings that range from 9.7% to 84.8%.
4. Recent Investments: The Pueblo City School voters passed a bond initiative in 2002. Eight schools were selected to receive funds for facility improvements. Goodnight School added classroom space and remodeled some deteriorated core facility systems for a total investment of \$2,116,614.
5. Colorado Growth Model: Goodnight students tested approximately 30 percentage points higher in proficiency and 13 percentage points higher in growth compared with the ES/MS District's average. Goodnight's Middle School program is the only Pueblo City Schools program that is consistently ranked as Excellent under the CDE School Accountability Report.
6. Pueblo 60 Strategic Plan Initiatives: The Pueblo 60 Strategic Plan contemplates an initiative to increase the number of days per year that students receive instruction. The goal is to establish year-round school district wide in order to close the achievement gap. Goodnight is the only school in Pueblo City Schools, besides the two newly created Magnet Schools (Corwin and Fountain), that offers a year-round program.
7. Enrollment Growth: Over the last ten years, Goodnight's enrollment has increased steadily from 481 students in the fall of 2000, to its current enrollment of 640 students. In 2000, there were 1 to 2 sections each of Pre-K through 6th grade. Today, there are 4 sections for K-6, and one 6th, 7th and 8th grade class. Pueblo 60 enrollment has remained stable.
8. Square Feet per Student: The ES/MS average estimated capacity for the District is 150 sf/student. Goodnight's sf/student is 83, considering a current enrollment of 640 students and including the area of the portable classrooms. This means that Goodnight has 45% less space per student than the district's estimated design average.

While it is difficult to predict the future use of some of the older school buildings with higher FCI's, on smaller sites, lower CSAP scores and declining enrollment, it is the conclusion of Pueblo City Schools that the Goodnight site and program are a place to invest long-term. We appreciate this partnership opportunity with the CDE - BEST Grant Program. We appreciate the opportunity to join forces and together be true to our mission of providing a safe learning environment for our children. * Please refer to the Supplemental Information Book for additional information regarding the proposed project.

Issue: Addition

Deficiencies Associated with this Issue:

The modular classroom cluster conditions and the stress on the main building and site due to overcrowding generate the following health and safety concerns:

1. It is difficult to provide adequate supervision of students around and between the portable classrooms.
2. It is difficult to control and properly monitor exterior doors on main building, due to frequent student/staff circulation between the portable classrooms and the main building. This poses a security problem.
3. Unable to provide a safe lock-down or tornado emergency plan.
4. Adequate temperature and air quality control are difficult to maintain in portable classrooms.
5. Rodent infestation is recurrent in portable buildings.
6. Ice forms on paved surfaces between portables due to storm water drainage deficiencies, making walkways unsafe.
7. Sharp metal siding edges are exposed to student circulation at portable cluster.
8. Students wear or carry their coats throughout the day (as they move between portables and the main building), which poses a security issue.
9. The age (1970) and condition of the portable building hosting the music program is a problem. A student recently fell through the floor and the District was planning to condemn it. Due to lack of instructional space and the building's location within the modular cluster, the District repaired it instead.
10. In the main building, the safety concern occurs at the gymnasium. Two Physical Education classes are held throughout the day in a space adequate for one class. The second class is forced to use the elevated stage, creating a safety problem.

11. Vehicle traffic gets extremely congested. There is not adequate separation between parent vehicle and student site circulation.

Proposed Solution to Address the Deficiencies Listed Above:

The Goodnight Planning Committee developed a Long-range Master Plan for this facility (See attached Supplemental Information Book). Design Criteria was discussed and priorities were identified through a consensus based process. Recognizing the financial constraints to construct the complete Master Plan, and address all of the deficiencies, the Committee, with the help of Wold Architects and Engineers decided to only address the two most pressing priorities at this time:

1. Replace modular classrooms with a classroom addition, in order to eliminate the most significant health, safety and overcrowding concerns.
2. Add Physical Education space that is adequate for enrollment in order to eliminate the safety concerns at the Gymnasium. Two Physical Education classes are held throughout the day in a space adequate for one class. The second class is forced to use the elevated stage area.

How Urgent is this Project:

The deficiencies describe safety issues that originate from a modular classroom cluster in rough shape and an overcrowded program. School administrators rank these student safety problems as a top priority that would need to be corrected as soon as financially feasible.

Regarding failure of building systems: The portable building from 1970 has already failed numerous times. The School District, recognizing the liability from this deteriorated portable building was ready to close it. The lack of space to support the educational program, the lack of funds to build an addition, and the fact that it is surrounded by other buildings has prompted a continuous repair program in lieu of its removal.

What is the Cost Associated with this Project:

\$ 4,464,286

How Does this Project Conform with the Construction Guidelines:

SECTION ONE: To "promote safe and healthy facilities that protect all building occupants against life safety and health threats" is at the core of this proposed project.

SECTION TWO: 4.10.5 and 4.11.4 "35 sf/student for E.S. and 32 sf/student for M.S." and "a source of natural light... conditioned, well ventilated air... and all the necessary equipment, technology infrastructure and storage" is being considered for the classroom addition. 4.11.10 and 4.11.11 provisions are being considered for the Band Room and Vocal Room respectively. Only one half of the recommended Gymnasium per 4.11.17 will be built in this project with the Master Plan expanding it to fully comply with the guidelines.

SECTION THREE: This project has been budgeted to comply with the Office of the State Architect's "High Performance Certification Program" (LEED Gold or CO-CHPS Verified).

How does the Applicant plan to Maintain this Project if it is Awarded:

Pueblo City Schools Strategic Plan establishes guidelines for facilities management best practices goals, a maintenance database for facility components and a capital improvement plan. These initiatives are already in motion.

Pueblo City Schools has an in house staff of 40 maintenance personnel to provide on-going maintenance of facilities that includes routine and preventative maintenance practices. The yearly operating budget for routine maintenance and repair of building and grounds is approximately \$675,500. A conditions assessment was recently completed and is augmented by annual inspections and assessments used for planning renewal projects and identifying immediate needs. Capital reserve expenditures for facilities renewal and improvements are approximately \$844,000 per year.

The yearly dollar amount that the District allocates to the capital reserve is currently \$226 per student. The current enrollment is approximately 17,257 students which equates to a capital reserve allocation of \$ 3,900,000 this year. Capital reserve funds are limited to the extent the District will need to rely on future bond fund initiatives and other funding sources to address the full need of lifecycle renewal for facilities.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$114,640 for Goodnight (\$226 per student).

CDE Comments:

Funded FTE Count:	16,561	Bonded Debt Approved:	\$98,500,000
Assessed Valuation:	\$755,290,040.00	Year Bonded Election Approved:	2002
PPAV:	\$45,606.55	Bonded Debt Failed:	
Bonded Debt:	\$84,455,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$151,058,008.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	55.91%	Median Household Income:**	\$16,188.00
Bond Capital Remaining:	\$66,603,008.00	Free or Reduced Lunch %:	67.96%
Existing Bond Mill Levy:	10.851	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$3,937,500.00	Affected Sq Ft:	20,755
Current Project Match:	\$750,000.00	Master Plan Complete:	No
Current Total Project Cost:	\$4,687,500.00	CDE Minimum Match Percent:	16
Previous Grant Awards:	\$0.00	Actual Match Provided:	16
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	19.70%
Future Matches:	\$0.00	CFI:	36.20%
Total for all Phases:	\$4,464,286.00	Inflation:	3
Cost Per Sq Ft:	\$215.00	Davis- Bacon Wage Requirement:	\$150,560
Cost Per Pupil:	\$6,975.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Mapleton 1 – Bertha Heid – Safety/Security

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	57,184
Replacement Value:	\$15,187,706
Condition Budget:	\$5,264,646
Total FCI:	34.66%
Energy Budget:	\$0
Suitability Budget:	\$6,212,600
Total RSLI:	16%
Total CFI:	75.6%
Condition Score:	3.27
Energy Score: (20%)	0.35
Suitability Score: (40%)	2.92
School Score:	2.54



Mapleton 1 – Clayton Community School – Safety/Security

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	24,904
Replacement Value:	\$6,390,786
Condition Budget:	\$3,368,086
Total FCI:	52.70%
Energy Budget:	\$0
Suitability Budget:	\$4,029,200
Total RSLI:	14%
Total CFI:	116%
Condition Score:	2.36
Energy Score: (20%)	0.35
Suitability Score: (40%)	2.30
School Score:	1.94



Mapleton 1 – Global Leadership Academy – Safety/Security

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	78,473
Replacement Value:	\$20,727,546
Condition Budget:	\$7,994,405
Total FCI:	38.57%
Energy Budget:	\$0
Suitability Budget:	\$4,676,600
Total RSLI:	31%
Total CFI:	61.1%
Condition Score:	3.07
Energy Score: (20%)	0.35
Suitability Score: (40%)	3.86
School Score:	2.84



-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Mapleton 1 – Mapleton Early Learning Center – Safety/Security

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	18,318
Replacement Value:	\$3,831,253
Condition Budget:	\$3,191,928
Total FCI:	83.31%
Energy Budget:	\$0
Suitability Budget:	\$1,991,100
Total RSLI:	1%
Total CFI:	135%
Condition Score:	0.83
Energy Score: (20%)	0.85
Suitability Score: (40%)	2.78
School Score:	1.62



Mapleton 1 – Meadow Community School – Safety/Security

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	47,155
Replacement Value:	\$8,922,421
Condition Budget:	\$4,664,527
Total FCI:	52.28%
Energy Budget:	\$0
Suitability Budget:	\$1,453,200
Total RSLI:	15%
Total CFI:	68.6%
Condition Score:	2.39
Energy Score: (20%)	0.60
Suitability Score: (40%)	4.23
School Score:	2.77



Mapleton 1 – Monterey Community School – Safety/Security

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	46,287
Replacement Value:	\$11,621,411
Condition Budget:	\$4,503,646
Total FCI:	38.75%
Energy Budget:	\$0
Suitability Budget:	\$4,455,900
Total RSLI:	16%
Total CFI:	77.1%
Condition Score:	3.06
Energy Score: (20%)	0.35
Suitability Score: (40%)	3.24
School Score:	2.59



-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Mapleton 1 – Valley View K-8 – Safety/Security

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	34,190
Replacement Value:	\$8,096,428
Condition Budget:	\$2,418,313
Total FCI:	29.87%
Energy Budget:	\$0
Suitability Budget:	\$5,583,500
Total RSLI:	31%
Total CFI:	98.8%
Condition Score:	3.51
Energy Score: (20%)	0.35
Suitability Score: (40%)	2.32
School Score:	2.40



Mapleton 1 – Western Hills Site – Safety/Security

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	49,488
Replacement Value:	\$10,945,084
Condition Budget:	\$5,388,795
Total FCI:	49.23%
Energy Budget:	\$0
Suitability Budget:	\$5,253,600
Total RSLI:	12%
Total CFI:	97.2%
Condition Score:	2.54
Energy Score: (20%)	0.85
Suitability Score: (40%)	2.80
School Score:	2.30



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: MAPLETON 1

Project Rank: 0.61

County: ADAMS

Applicant Priority #: 3

Project Title: PK-12 Safety & Security Upgrades

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Over the past decade, Mapleton Public Schools has reinvented much of what public education looks like. When traditional school models stopped inspiring students, Mapleton explored academic options that would engage students and develop a comprehensive culture of learning. All eight conventional elementary, middle and high schools were closed, and in their place 17 small-by-design learning communities were introduced, offering students a wide range of unique educational options typically not offered in a public school setting. Six years into the reinvention, Mapleton is celebrating the results. Today, drop out rates are down and graduation rates are up. In 2009 Mapleton was among the three most improved districts in the Denver metro area on the CSAP tests. The reinvention created a college-going culture in Mapleton. In 2009 close to 100 percent of Mapleton seniors applied to college and 97 percent were accepted to the college of their choice.

Using extensive data collection and review, Mapleton continues to align and adapt all 17 of its small-by-design schools to meet the educational needs of its community. With 67 percent of its community meeting the state criteria for poverty, and 47 percent of its students learning English as a second language, hope and college readiness are powerful motivators.

Unfortunately the cost of maintaining outdated facilities has led to fewer resources being available to support classroom instruction. To address the significant facility needs, the district has requested additional resources from its community to support the growing needs of its aging buildings.

The current Master Plan represents the most effective use of capital improvement dollars to begin the right-sizing of Mapleton's facilities - making them safe and healthy buildings for Mapleton students to grow. The Master Plan is divided into three phases, all with the same urgency and importance. Phase 2, found in this application, focuses on improvements at York International, Mapleton's K-12 International Baccalaureate school.

The York application addresses two primary concerns: safety and security and overcrowding. Currently, the site has 6 dry modular buildings housing almost 300 students at any given time. Modular buildings always pose safety problems with their temporary nature. Entrance to the main building must be kept unsecured due to students needing to move in and out of the main site. Within the building, science labs are not outfitted for modern safety requirements. The building is not sprinklered and the existing fire alarm is antiquated and in need of replacement. Corridors are not fire-rated, making appropriate alarms and sprinklers even more critical.

The deficiencies identified in the 2009 CDE Assessment for Mapleton Public Schools clearly cannot be funded by Mapleton alone, where students receive less funding than neighboring districts. The District passed its last bond election in 1993. Most recently, the District mounted bond campaigns in 2007, 2008 and 2009, all of which lost by narrow margins. The November 2009 election was defeated by 52 votes.

A number of factors contributed to Mapleton's loss: The large percentage of elderly residents living on fixed incomes who currently do not have children in Mapleton Public Schools, the difficult economic conditions of Mapleton - one of the hardest hit communities in the Metro area during this downturn, the relatively low wages of district residents and the significant number of undocumented and/or legal residents who are not eligible to vote.

Based on the 2009 CDE Facility Assessments for Mapleton Public Schools, the safety and security needs of York International are far too great for a community so heavily affected by the downturn of the economy to fund on its own. The CDE BEST grant is the only viable means for Mapleton Public Schools to finally construct the safe, secure and educationally sound buildings Mapleton's students deserve.

Issue: Other

Deficiencies Associated with this Issue:

The following is a summary of the Mapleton school district's top priority deficiencies at The York International School.

Leaking Roof - The existing low slope roof needs substantial reroofing per the assessment, photos and attached roof report. The area to be redone is less than a total reroof per the attached independent roof report. Water is entering the building causing health concerns of mold, disruption of classes during the dripping time frame or rain or snow melt and structural deterioration. Some roof drains are higher than the adjacent roof creating ponding that has caused the roof to need replaced in these areas as well. This health and safety concern is noted here, but is so key to the district it is being applied for under a separate application.

Outdated Fire Alarm - The building fire alarm is old and has parts that are not obtainable any more. Thornton fire department has written up their summary of violations on the fire alarm (see attached report); the repairs are not possible without system replacement and the district cannot make the needed replacement within the available funds.

Unsecure/ Unsupervised Facility Entrances - The building has no closed circuit video and keycard or keypad access and many exterior doors are unlocked and no controlled access every day. This is of huge concern to the school. The main entry and office provide reasonable oversight of the front door. The issue is compounded by having 12 remote classrooms with 15 unsupervised and unlocked doors. In this urban environment this is a serious concern.

General Safety of Students - The modulares are not used during tornado warnings which creates several disrupted teaching times during a typical school year.

Unsafe Labs - The science labs do not have appropriate eye wash and emergency shower equipment. They do not have ventilation hoods or vented storage cabinets for storing corrosive and explosive materials. The science labs laboratory work stations and overall have minimal access to working sinks, two sinks in a lab are the most that work. Many electrical outlets are not functional. Teachers prep in a general storeroom in an unsafe environment. There are not enough science labs to support the 7-12 grades curriculum. Currently there are two science rooms for 400 students in grades 7-12.

Unsafe Student Site Loading/ Unloading - Bus loading/unloading is on the city street with no separate loading zone. Parents load and unload is on the city street with no separate loading zone. Parents drop off students both south bound and north bound on York Street. There is not adequate onsite parking so visitors during drop off pick up times leave there cars to walk into the school, causing unneeded congestion and risk.

General Student Safety and Adequate Restrooms - Of the 12 remote classrooms, none have restrooms which necessitate the students leaving their classroom to go outside and into the main building and returning without being escorted. Also the addition of the 12 classrooms without restrooms has created crowding of the existing restrooms and the overall campus lacks adequate restrooms to meet the code, this is noted in the assessment.

No Playgrounds - The school previously housed a middle school, it now houses K – 12 students and has no age appropriate play ground for primary or intermediate students. The only equipment is a grass field and a paved surface with basketball hoops (now partially occupied with modular classrooms). The modular classrooms make it extremely difficult to supervise the play areas / fields with many hiding areas in an around them.

Inadequate Learning Environment and Student Safety - Two Special Education classes are held in the modular classroom as they best meet the space needs of the students but present oversight and safety issues with their remoteness. They have no restrooms without going to the main building. They also are remote from other classrooms, computer lab, cafeteria and support services.

Unsafe Egress - The corridors are not rated as the CMU walls do not extend to the roof deck and the ceiling is not of rated construction. The doors and frames from the classrooms and other rooms into the hall are not rated as determined by our Facility Code Analysis. In this unsprinklered building, both are significant code violations, for the oldest code we have available from 1982 through current codes. Most classrooms do not have doors directly to the outside and students must exit through these non-rated corridors to get outside the building in case of an emergency.

Non-Compliant ADA - There are no ADA compliant restroom fixtures in the school. The school houses the district wide special needs program as well as York International School.

Building Lacks Fire Sprinkler – Building does not have a fire sprinkler system.

Proposed Solution to Address the Deficiencies Listed Above:

The solution proposed is what the district prioritized in the master plan to address the greatest health and safety issues at York International School, a K-12 International Bachelorette School. The partial phased improvement strategy on this site is driven by the history of past bond failures and the obvious difficulty of the district obtaining matching funds to address all issues at this campus and at the 10 other school campuses.

The solution is an addition to the existing structure to add 10 full size classrooms, restrooms, and two smaller education spaces to the east side of the building. The addition provides new spaces for the educational needs of the high school students. It allows special needs students to be moved into the existing space freed up by the addition.

A separate grant has been submitted with a higher priority to make the needed roof repairs/replacement, as this single item is the most important health and safety of the existing building.

Renovations to the existing science rooms to meet CDE guidelines and eliminate all health and safety issues is part of this application.

New fire alarm and full fire sprinkler for the existing building are part of this application.

The solution proposed completely addresses all the health and safety issues noted in the problem summary.

In 2012, the district will have the first full year of all grades in place at York International – they have been building the program from a K-8 into a K-12 by adding one grade per school year. They will have 712 students occupying 82,100 sf (this includes the sq ft of this application), an average of 116 sf/student. The high school students also use the offsite Student Center at the Skyview Campus for after-hours activities (the square footage of the Student Center is included in the sf/student data for that site).

After the “cornerstone” project of Skyview Campus this is the next large priority of the district.

How Urgent is this Project:

The York International Site houses Mapleton's most popular and most accomplished school. York routinely sees long waiting lists for spaces. Sadly, York is also the Mapleton site ranked highest in need of repair and renovation by the CDE School Assessment Program. As the cornerstone of the entire York neighborhood, York International is the single largest site outside of the Skyview Campus. Many of the site deficiencies noted in the CDE Assessment can be mitigated with the solutions presented above, at a much lower cost than noted in the study. Without BEST grant funds, however, ensuring the safety and security of the many students at York International will be much more difficult. The longer the delay in providing permanent secure classrooms for these students, the more likely we will encounter a serious safety and/or security problem at York International School.

What is the Cost Associated with this Project:

\$7,153,585

How Does this Project Conform with the Construction Guidelines:

The proposed addition, site safety improvements and renovation project conform to CDE guidelines with exceptions noted below:

A-The proposed buildings conform to section 2 of CDE guidelines for educational programming except the following areas:

-The existing school will only be renovated and improved to meet the fire alarm, fire sprinkler and science room CDE guidelines. Some areas of the renovation will come into compliance with CDE guidelines by the completion of the addition and/or master plan implementation at other sites within the district. All other areas will remain as they are and the non-compliance areas will be addressed in the future.

-Areas of the site not in the scope of improvements will remain as they are and may comply or not comply with CDE guidelines.

B - The addition will comply to section 3 of CDE guidelines for compliance with the High Performance Certification Program. It will be designed for LEED Gold. The renovation costs will budget 5% for additional sustainable improvements and will do as much as possible with those funds. On the renovation the focus will be on energy efficiency & water efficiency which provide the greatest long term benefits to the district, while minimizing the cost impact to CDE and the district.

How does the Applicant plan to Maintain this Project if it is Awarded:

Mapleton Public Schools currently has a General Fund budget of \$4,353,390 dedicated to operations and maintenance, including utility costs. The actual expenditures for the past six years are found in the table below:

Operations and Maintenance	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Budget						
Salaries	1,652,213	1,700,973	1,870,287	1,987,516	1,999,989	1,883,950
Benefits	370,628	420,909	481,995	509,982	526,356	532,350
Purchased Services	690,466	823,980	899,972	865,601	735,529	855,812
Supplies & Materials	1,001,636	1,271,677	1,305,679	1,222,374	1,110,378	1,080,250
Property	2,141	3,525	3,781	1,386	66	450
Other	0	0	1,585	1,617	1,150	
Total O & M	3,717,084	4,221,064	4,561,714	4,588,444	4,373,935	4,353,962

As with most non-instructional district budgets, Operations and Maintenance allocations have been reduced over the past several years due to pressures on other aspects of the District mission, namely, improving instruction and raising test scores. These cuts have come from reductions in contracted services, such as plumbing services, roofing services, lawn services; as well as reductions in supplies and materials. These cuts are temporary and will have to be reinstated soon.

In addition to General Fund dollars, the District allocates funds to the Capital Reserve Fund, which is required by state law for the purpose of funding capital project needs of the District. The following table illustrates the Capital Reserve fund allocation per pupil for the past five years:

Capital Reserve	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Total Allocation	2,223,250	2,222,550	1,732,350	1,840,545	2,169,175
Student FTE	5,195	5,028	5,115	5,338.5	5,332
Allocation per Pupil	\$427.96	\$442.03	\$338.68	\$344.77	\$406.82

In FY 2010, the Capital Reserve Fund allocation is set at \$2,169,175, or \$406.82 per funded 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.

The District has exceeded minimum allocation amounts in the Capital Reserve fund for site improvements for the past several years in order to meet identified facility repair needs. The District will maintain its FY 11 budget. Another \$50,000 for repairs and maintenance is found in the Insurance Reserve Fund to cover the cost of uninsured damage to property. The District intends to maintain this level of support for capital renewal for the foreseeable future.

Replacement Budget

Though the District makes every attempt to thoughtfully anticipate replacement costs for its capital equipment, the scope of this project precludes the possibility of budgeting ongoing operating funds to replace the construction after its useful life. At current projections, it would require approximately \$715 per pupil over 40 years to generate the necessary funds. Therefore, the District would have to consider another bond election to generate the funds to construct replacement buildings.

With that said, the District is investigating the purchase of an additional module to its existing SchoolDude maintenance program which allows the District to monitor various aspects of its buildings, such as roofs, windows, doors, concrete, and asphalt, using ageing data on each element. Once the asset approaches its useful life, the program begins assigning budget amounts to the replacement, and provides a graduated timeline for replacement. Sadly, there is no point to purchasing this software currently, as so many of our assets are beyond their useful life and in need of replacement. It is anticipated that the District will set aside \$88,000 per year to meet the capital needs of the York site.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$88,000

CDE Comments:

Funded FTE Count:	5,176	Bonded Debt Approved:	
Assessed Valuation:	\$477,132,910.00	Year Bonded Election Approved:	
PPAV:	\$92,190.69	Bonded Debt Failed:	\$70,000,000
Bonded Debt:	\$12,860,000.00	Year Bond Election Failed:	2007
Total Bonding Capacity:	\$95,426,582.00	2009 Bond Election Results:	FAILED
% of Bonding Capacity Used:	13.48%	Median Household Income:**	\$17,649.00
Bond Capital Remaining:	\$82,566,582.00	Free or Reduced Lunch %:	66.75%
Existing Bond Mill Levy:	3.638	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$6,009,011.00	Affected Sq Ft:	82,100
Current Project Match:	\$1,502,252.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$7,511,264.00	CDE Minimum Match Percent:	41
Previous Grant Awards:	\$0.00	Actual Match Provided:	20
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	63.91%
Future Matches:	\$0.00	CFI:	131.00%
Total for all Phases:	\$7,153,585.00	Inflation:	0
Cost Per Sq Ft:	\$87.00		
Cost Per Pupil:	\$10,709.00	Davis- Bacon Wage Requirement:	\$357,679

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Aspen Community Charter School

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	28,000
Replacement Value:	\$5,968,214
Condition Budget:	\$3,558,698
Total FCI:	59.63%
Energy Budget:	\$0
Suitability Budget:	\$4,255,900
Total RSLI:	6%
Total CFI:	131%
Condition Score:	2.02
Energy Score: (0%)	3.60
Suitability Score: (40%)	2.88
School Score:	2.36



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ASPEN COMMUNITY CHARTER SCHOOL

Project Rank: 0.61

County: PITKIN

Applicant Priority #: 1

Project Title: New K-8 School

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

OVERVIEW: ACS is a public charter school of the Aspen School District, located in rural Woody Creek, serving 127 K-8 students. Founded in 1970 as a private school, ACS has been a charter since 1995. The conversion resulted from ACS' desire to open attendance to a broader range of students by eliminating tuition that many families could not afford. Only 30% of students reside within the District. ACS' working class families reside in Glenwood Spgs, Marble, Meredith, Carbondale and Basalt. ACS is full each year with a waitlist often in excess of 100 students. ACS provides education in a small-school environment, in combined-grade (K, 1-2, 3-4, 5-6, 7-8) learning centers. The teacher:student ratio does not exceed 1:15. ACS's philosophy emphasizes experiential ed, integrated-thematic curriculum, outdoor ed, social emotional health, community service, visual and performing arts. Academic excellence is achieved through a non-traditional approach and ACS is consistently ranked among the highest achieving schools in CO. **TEACHER RETENTION:** ACS has a pay scale that is 90% of the District's and a very limited benefit package. Teachers make due with limited classroom resources in spaces that are outdated, inefficient and small. Despite those realities teacher retention is typically 100%. The Principal taught at ACS for 16 years prior to leading the school for the past 8. Of 11 full-time teachers, one has taught since 1972, the most recent hire was in 2005. 50% of our teachers have been here for 10+ years, 100% have been here for at least 5. **RELATIONSHIP WITH DISTRICT:** ACS has an exceptionally positive relationship with the District, which values educational choice, and recognizes that ACS provides a unique alternative to traditional public schools. ACS graduates matriculate smoothly into Aspen High School. In addition to general admin. support, ACS receives a share of mill levy funding & benefits from District services such as: prof. development; Spec. Ed. oversight; bus maintenance and driver training. **CURRENT FACILITIES:** The main school is in an 8000 sf 2-story log bldg. constructed in 1972. ACS has a gym bldg. (in which the library, computer lab and Special Needs room are located), a small strawbale bldg. for visual arts, and a small wood-framed bldg. for music. The facilities have a myriad of health and safety deficiencies, and the failing physical plant is undermining the educational program. According to the CDE Facility Assessment, it would conservatively cost \$8 million just to bring the current bldgs. into compliance with condition and suitability guidelines. ACS whittles away at repair and maintenance issues each year, but the physical needs have outgrown our ability to make significant headway. The band-aid approach is not cost effective or responsible. Structural limitations impede our ability to provide an optimal learning environment. Practically, it makes more sense to build a new school than to upgrade and expand our existing school. **REQUEST:** ACS requests funds to replace our 38 year old log school with a new building, to bring our facilities into compliance with health/safety codes, and create a CO-CHPS high performance 21st century school that will keep pace with the strength of our educational program. We will provide our 40% match. Partnering with CDE and BEST is our most viable opportunity to build a new school. Though located near a wealthy community, ACS is not wealthy. We have a strong relationship with the District, but they have no plans to put forth a bond issue, and do not consent to ACS putting a bond forth independently. We concur with the District position which is based upon: economic climate; voter saturation with the number of bonds and mill levies taken forward in prior years; plans to renew a mill levy in 2011; the fact that only 30 ACS families reside within the voting area. Without District consent we are unable to pursue bond funding and cannot access those taxes for capital improvements.

Issue: School Replacement

Deficiencies Associated with this Issue:

The deficiencies present on the ACS campus fall into many categories. Some, but not all of these were identified in CDE's own School Assessment Report (latest draft 03-01-10). Others have been identified by the County in past land-use actions, or by the project team in the course of preparing the Master Plan.

CODE COMPLIANCE

The most glaring code compliance issue for this school is the lack of accessibility to persons with mobility impairments. The school's main entrance is on grade with minimally non-compliant thresholds, but only the vestibule, administrative office, principal's office and the floor of the Central Area (main meeting space) are on that level. Class spaces serving K, 1-2, and 508 grade levels are located in two separate pods, each of which is up six steps from this level. The spaces serving 3-4 grade level, as well as the only rest rooms in the building, are located down a longer flight of steps. Mitigating this situation might include adding two ramps (each at least 36' long) to access the upper areas or two lifts, plus an elevator or another lift to access the lower.

Virtually all doors in the facility do not provide the required clearance for wheel chairs. In some case, such as bathrooms, the configuration of walls would not allow larger doors to be installed. The rest rooms themselves are far from large enough to meet required clearances for accessibility. In addition, the lack of separate rest rooms for Kindergarten, sick room and adult staff, are in violation of standards for educational facilities.

The Fire District which covers this site currently requires all buildings over 5000 sf to have a sprinkler system, due to the rural nature and resultant response time. The existing facility is over that size and does not have such a system.

The lack of positive ventilation system(s) is another code deficiency, and applies not only to the main building, but also the gym and especially

to the current art teaching space, an unheated straw-bale structure a short distance from the main building. While operable windows address this to some degree, their use is limited during winter months in such a harsh high-altitude climate. The CDE assessment measured high levels of carbon dioxide in the main building which are likely a result of this lack of ventilation on days when the weather is not conducive to opening multiple windows.

Non-compliant stair handrails, below-limit headroom in classrooms, spaces exiting thru other spaces are among many other code deficiencies which exist and would be further enumerated as the design process goes forward.

MAJOR SYSTEMS

Site – Due to pre-existing County and State requirements, site work and infrastructure improvements constitute an abnormally large portion of the scope and cost of this project. Pitkin County has placed conditions such that, before any new alterations or construction may be done on the campus, the following systems must be brought into compliance:

□ Driveway – does not meet minimum twenty-foot width required for fire vehicle access; slope is steep and dangerous during frequent snowy and icy conditions. There have been several instances of parent vehicles sliding off the side of the road and downhill in snowy conditions; thankfully there have been no significant injuries to date. Existing unpaved surface has chronic and severe potholes, requires constant maintenance and repairs may last only a few days in changing temperature and weather conditions. This project proposes to increase width, moderate the steep slope, add guardrails, improve drainage and improve surface durability.

□ Sanitary Waste Treatment – existing underground treatment fields are undersized for current student population and have exceeded their expected useful life span, resulting in sewage backing up into the main school several times a year and excessive costs for septic pumping (in 2008-2009 totalling \$10,575). Some buildings on site cannot be fully occupied due to lack of proper treatment. Fields are also located in or adjacent to student pedestrian circulation and play areas, raising possible health concerns. The County has made an alteration or new construction contingent on providing an adequate waste treatment system meeting engineering standards. The estimated daily volumes requiring treatment (over 500 gpd) place the system under the jurisdiction of the State rather than the County.

□ Employee Housing – Pitkin County requires all construction to provide employee housing for a portion of the employees generated. Based on prior history, the County has allowed the ACS to operate without doing so, however it has placed requirements on the property that, prior to any further alterations or new construction, the landowner must provide housing (to the satisfaction of the local Affordable Housing Authority) for at least four employees. While the cost of providing such housing is not being applied for under the BEST program, the Master Plan envisions where and how this requirement might be met, since it will be a prerequisite for moving forward.

□ Water supply – water for the campus is provided by a single well, which was not originally adjudicated to supply a school of the current size. In order to legitimize this service for the current and projected number of users on the campus, a decree of the state water court was issued several years ago. This decree requires significantly increased water storage to meet possible calls for downstream water rights and to maintain proper reserve for fire suppression. Domestic water storage and treatment also need to be improved to meet current use and codes, as well as the addition of a second well or pump to avoid loss of potable water in the event of equipment failure. Compliance with these water rights requirements is also a pre-condition for new construction or alterations.

□ Pedestrian/vehicular safety, while not specifically a County remediation requirement, is another serious deficiency of the existing site arrangement. Currently all vehicles (buses, teacher, staff and parent vehicles) arrive on the same driveway and utilize the same parking areas. This vehicular circulation is directly adjacent to, and with no separation from, areas where students (including those of an associated pre-school) walk, creating a dangerous and congested situation. In addition, several of the walkways connecting various structures on the campus are steep and subject to solar melting followed by afternoon shade, resulting in frequent icy and dangerous walking conditions.

Building Systems – The ACS functions are primarily housed in an 8000 sf log structure (ACS Main Building), built in 1972, largely by volunteer labor, with several small additions over the years. Music and visual arts classes utilize several smaller buildings nearby, as do the gym, library, special education classroom and computer laboratory. The following comments apply to the Main Building unless noted otherwise.

□ Building Envelope - The most glaring deficiency in the ACS's building systems is the exterior envelope, which consists almost exclusively of stacked-log walls, approximately 8" in thickness, giving an estimated insulating value of R-6 to R-8, versus the minimum of R-19 which is required by current codes. These walls are also very porous to air movement, resulting in spaces frequently described as drafty and cold in faculty interviews. In addition, large portions of the upper walls are devoted to a simple daylighting system of clerestories which are not actual windows, but rather consist of sheets of translucent corrugated fiberglass panels attached to the interior and exterior faces of 2 x 4 stud framing, allowing far more infiltration and heat loss than would even a moderately well-specified modern window assembly. The main roof has an estimated R-9 roof system, some small additions an estimated R-15, both deficient in light of current code minimum R-38 (and common local practice of insulating to around R-50 to reduce ice damming and other problems).

□ Structure - While there are no current acute structural failings (major cracking, gross sagging, breakage) there are two obvious remedial beams (about 24' long) which have been added to main log arches in the Central Area. These confirm that the original construction was not adequate for snow loading, an conclusion which is consistent with bowing visible in at least one of the main log walls. In the event the roof assemblies were to be insulated to current standard, it is to be expected that less snow would be melted off due to heat loss, leading to increased snow loading and probable increased deficiency of the structure. A full structural analysis is expected to indicate that additional steel or other reinforcements would need to be installed in such a case.

□ Roofing - The system passed beyond its 20 year service life in 2009 and is showing signs of deterioration and leaking into several classrooms.

□ HVAC – The building's boiler is original (from 1972) and is believed to be running well below its original 78% efficiency. Heat is distributed by a poorly-zoned system of baseboards which are also in poor condition, resulting in an estimated 40 to 50% overall efficiency and little more than on/off control. There is no mechanical ventilation system.

□ Plumbing – The building has only one small restroom for girls, and one for boys; with no other accommodations for staff, sick students or kindergarteners. Neither restroom meets accessibility dimensions. The fixtures themselves are functional but quite old, require frequent maintenance, and do not meet accessibility standards, even if the required clearances could be achieved.

□ Electrical - The system is beyond its 30 yr. life. There are inadequate number and placement of outlets, resulting in extensive use of extension cords and plug strips. Surface wiring has been added in places to address need. Capacity for phone and data service is seriously lacking. Lighting in many areas is via bare-bulb fixtures which have been retro-fitted with compact fluorescent lamps but have no lenses, reflectors or other light controlling features. Combined with dark interior wall surfaces, this results in high-glare, very high-contrast light situations, especially when snow on the ground makes windows and clerestories extra bright. Window coverings permanently tacked in place over some classroom windows attest to the dysfunctional quality of the daylighting.

□ Finishes – Much of the interior wall surface is the exposed face of log construction. While these originally had bark on them, most of that was removed some years ago to combat insect infestation. These walls show wear and the effects of years of attaching fixtures and materials to them. Their rough surface limits use for curricular purposes, and also makes them very difficult to clean or refinish. (The CDE assessment calls for replacement of interior partitions; since these are actually load-bearing log walls, they cannot be replaced, but could be furred and concealed, at a loss of room size.) Floors are a combination of concrete, wood plank and carpet, also very worn and difficult to keep clean. Ceilings are, for the most part, the exposed underside of the roof or floor structure above, with exposed beams. In many of the classrooms the ceilings slope down to 5'-4" in height, in two to as little as 4'-6", limiting use and resulting in frequent head-banging injuries.

□ Water Quality – Water is provided by an on-site well. As noted in the 'Site' section above, improvements to this are required by an Agreement with the State Water Authority which was necessary to legitimize the right to this use.

□ Air Quality – The main air quality deficiency is a lack of continuous ventilation. This is experienced in the art building (which has no mechanical ventilation and no central heat - it is warmed by use of plug-in electric devices) through the noticeable odors of various art materials. Some activities must take place outdoors due to these deficiencies, and off-gassing of art supplies and works is uncontrolled. In the main building the lack of ventilation results in high CO₂ levels (as measured by the CDE-AR), and in the gym is evident in the stuffy sweaty atmosphere during use.

□ ADA Accessibility – As noted above under code Compliance, the facility is not at all accessible, with every classroom reached via stairs and virtually every door undersized. Railings, door hardware, restrooms and stalls, etc. all reflect a facility which was constructed before accessibility standards were mandated.

□ Furnishings and Equipment – Furnishings and equipment, being subject to replacement over the years on an incremental basis, are somewhat more serviceable than the building itself. That said, most fixtures, furnishings and equipment are of low durability and well-worn.

SAFETY

□ Students, staff, visitors – The pedestrian/vehicular safety issues have been noted above, under 'Site.'

□ Secure from unwanted intruders – The school's main protection from intruders is its remote and inconspicuous location. Should an intruder wish to enter however, the rustic nature of the building and spread-out nature of its facilities suggests it would be quite vulnerable to forced entry.

□ Egress – There are a number of doors to the exterior from various spaces, meaning that egress from all but the 5-8 grade areas would be readily accomplished. The 5-8 areas are on an elevated level with only one path of egress, thru the Central Area. In the event of a fire in that space, occupants of the 5-8 areas would likely have to use windows to escape to the ground about 12' below, or to be rescued.

□ Lock-down ability – There is no central access control or monitoring system; lock-down is effected by manually locking about half a dozen doors located all around the perimeter.

□ Evacuation Ability – Due to the large number of doors to the exterior, evacuation of students from classrooms in the K, 1-2, and 3-4 grade levels is readily accomplished. The 5-8 level spaces would take a little longer exiting toward the center of the building before exiting, but given its small dimensions, this would still be fairly quick, unless the cause for evacuation were in that Central Area through which they must pass.

□ Safety Systems

a. Fire alarms - The main ACS and the gym have alarms which annunciate but do not communicate to the Fire District or anyone else. Other buildings have only portable fire extinguishers.

b. Phones and intercoms – The school has a very basic 9-line phone system which is used also as an intercom system but has no capacity to contact spaces which do not have a phone, such as hallways, restrooms, etc.

c. Locks – manually operated cylinder locks, no common-master keying system.

d. Parent and bus drop-off/pick-up of students – As noted above under site, the current condition is congested and dangerous, with walking students un-separated from arriving and departing vehicles, and approaching idling school buses through their exhaust stream.

□ Hazards

a. Asbestos – there is no known asbestos in any of the buildings, and the original architects have provided letters documenting that they did not specify any asbestos. An on-site hazardous material survey will be required prior to any demolition or remodeling.

b. Lead based paints were still in use when this building was first constructed, in 1972 (federal ban on lead-based paints in housing dates to 1978) so it is possible they may have been used, however, since much of the interior consists of exposed unfinished structure, the extent, if any, would necessarily be limited. An on-site hazardous material survey will be required prior to any demolition or remodeling.

c. Mold – there have been no reported mold issues in the school, which has few concealed spaces and is located in a relatively cold, dry climate.

d. Dangerous Conditions – In addition to the comments above, water supply for fire suppression is currently questionable due to freezing of the small pond and limited hydrant or standpipe availability. Headroom at the stair to the 3-4 grade areas is well-below 6' at the bottom riser, resulting in frequent head-bonks.

□ Functional Deficiencies

a. The ACS building was designed to house 80 students. With some small additions, it now serves 127 students and is severely overcrowded.

b. The library is currently located in separate building adjacent to the noise and active energy of the gym. Getting from the main building to the library requires walking some distance outdoors, regardless of weather or snowpack.

c. The gym (which also houses the library, computer lab and special ed classroom) has no handicapped access and is entered up an exterior set of railroad tie stairs.

d. Most student-used computers are currently located in a separate computer lab due to classroom crowding. This is also located in the gym building, subject to noise and exterior access.

e. The school has no dedicated lunch room, with the result that lunch for many students is consumed in their classroom areas, resulting in unsanitary and unclean conditions. This also works against the lunch break being an effective time for release and recuperation, to optimize the learning hours which follow.

f. Circulation to some spaces used by one class group goes through other classrooms and teaching spaces, resulting in disruption and lost learning opportunities.

g. The Central Area, the main meeting space for the school, is too small to seat the current student population for the frequent all-school functions which are integral to the educational approach of the ACS. Since this space is defined by structural log walls and is surrounded by other spaces, enlarging it would present great difficulties.

h. The current wood floor structure and log dividing walls present little impediment to sound travel between spaces. Classroom activities are frequently disrupted by noise from other rooms, or are compromised by the need to limit sound volume to avoid disturbing others.

i. Due to low ceilings, window placement and other aspects of configuration, wall space for display of curriculum related materials is

limited. In one case, for example, a classrooms only blackboard is attached to the ceiling by a hinge, so it can be raised out of the way to access storage and other display materials.

Proposed Solution to Address the Deficiencies Listed Above:

The ACS is a stable institution with excellent relations to its parent District. It serves an area with moderately growing population and a demonstrated desire for educational options. The site itself offers tremendous natural context and separation for incompatible uses, but is burdened with sub-standard access and infrastructure. In order to determine the best way to remedy deficiencies while maximizing advantages, a Campus Planning Committee was formed and a design team selected.

Through a series of steps – Space Needs Assessment, faculty and staff interviews, existing building assessment, community input sessions - a Master Plan has been developed which proposes to replace the existing main ACS building with a new structure which will have adequate space for classrooms and related spaces, will bring technology and the library into the heart of the school, and will address all of the code, safety, sustainability and functional deficiencies. Because the ACS places high value on visual and performing arts, the Master Plan proposes to retain a small portion of the existing building and repurpose it and another smaller building to house music and visual arts. These will be in closer proximity to the new main building and will remedy the deficiencies of their current buildings, while demonstrating the economies which result from responsible use of existing facilities.

In order to make available a sufficiently large flat site for the new school building, the plan includes relocating the existing gym (a pre-engineered metal structure which can be disassembled and re-assembled) and refurbishing it to serve as a multi-function community hall as well as gym, with improved connections to arrival, parking and playing field.

The master Plan includes specific solutions to specific deficiencies such as:

Site Access: Loop driveway farther west into meadow to reduce slopes, widen entire driveway (including required cut, fill and retaining walls due to side-slope), pave main traffic portion, construct proper drainage slopes, shoulder conditions and guardrails to meet County standards and provide safe road conditions and suitable emergency vehicle access.

Sanitary Waste Treatment: Construct a new secondary treatment system with underground dispersal field, located across the driveway from all student activity areas, designed and permitted to meet State and County standards.

Water Systems: Expand domestic water storage capacity by constructing larger tank; add second pump for back-up, modernize chlorination equipment and facility. Size these to meet interior fire suppression requirement as well. Restore existing ditch to resolve supply source; increase size of pond(s) to meet legal requirements and to meet site fire suppression requirements.

Pedestrian/vehicular safety: Separate access to ACS from that of pre-school, thereby reducing number of vehicles in either location and subsequent crowding and confusion. Locate new ACS arrival area closer to school building, with improved sightlines, surfacing and clearances. Arrival will be designed such that students step off a bus directly on to a pedestrian path that leads them into the school.

ACS School Building: Due to the deficiencies in virtually every building system or assembly, the most cost-effective solution is to construct a new ACS school building on the existing gym site, allowing school to continue in the existing facility during construction. Design this facility in accordance with CDE Guidelines and the Space Needs Assessment (attached). Relocate existing gymnasium to allow this new structure and remodel it to serve as a multi-purpose Community Hall, in addition to its gymnasium function.

Music building: Remove most of the existing ACS building with the Central Area retained as a meeting/rehearsal/performance facility and with new space added to it to house the Music classroom and associated space needs.

Art building: Rehabilitate the existing Music building (which was originally designed and constructed to house a visual arts program) to house the Visual Arts classroom and associated space needs.

Overall, this plan will create a complete new school facility which will be high-performing, meet current and projected space needs, and reduce energy use and maintenance costs.

Timeframe for accomplishing solution:

The attached Proposed Timeline illustrates the steps and sub-projects envisioned to accomplish this Master Plan. In summary, the timeline shows:

☐ Infrastructure improvements (driveway, water, sewer, etc.) which are required by County land-use actions, must be among the first work initiated. These include construction of the new and enlarged water storage ponds and a separated access and drop-off to the adjacent pre-school.

☐ At roughly the same time, the employee housing and resultant re-location of administrative offices (Scope II of the Master Plan) will begin, as required by previous agreement with the County (note: these Scope II tasks are not part of BEST funding application, but will be funded separately).

☐ Disassembly and relocation of the existing gym in order to make available the new school site and reduction of the existing playing field (to make available a construction staging area) are the next priorities.

☐ Construction of the new ACS building will follow, and will have the longest duration of any project activity.

☐ While the new ACS is being constructed, the existing Gym will be reconstructed and repurposed as the Community Hall.

☐ Once the new ACS building is complete, school functions will move into it and the existing main building will be largely removed, keeping the central space. New space for music programs will be constructed adjacent to this.

☐ Once the new music spaces are completed, those programs will move out of their current building which can then be altered for use by visual arts.

☐ Once the rehabilitated visual arts building is available for use, the existing art buildings can be removed and the area vacated by them, by reduction of the existing ACS building, converted to additional playing areas.

☐ Once all these construction activities have been accomplished, the construction staging area can be vacated, allowing remaining outdoor improvements – new ACS drop-off area, walkways, parking, driveways, new playing field, landscaping, etc., to be constructed, thereby completing Scope I of the Master Plan.

☐ Given the need to raise 100% of the funds for Scope III of the Master Plan (rehabilitation and expansion of the ECC pre-school

building) , it is likely that it will not occur until after Scopes I and II are completed. Should funds be available however, it is possible they could happen concurrently, with additional staging, coordination and protection efforts required.

As the timeline shows, it is anticipated that Scope I & II activities can be accomplished by the middle of 2015 if BEST funding is awarded in the 2010 cycle and becomes available in early 2011. This is a general timeline only, and will certainly be adjusted as the project moves forward. Contractor involvement, hiring of an Owner's Representative, and funding procedures will all affect the detailed schedule, which will be adjusted to better reflect seasonal conditions as other project parameters become more resolved.

How Urgent is this Project:

According to the CDE Facility Assessment, ACS has numerous items tagged as needing immediate attention, and others that must be resolved in 3-5 years. Given the magnitude of this project, to resolve issues within 5 years, we must begin now.

Site Access: Pitkin County has made remediation of this access a condition for any future improvements on the site. It must be completed before a Certificate of Occupancy can be issued on any improvements to the school itself.

Sanitary Waste Treatment: Pitkin County has made remediation of this system a condition for any future improvements on the site. It must be completed before a Certificate of Occupancy can be issued on any improvements to the school itself.

Water Systems: In order to legitimize use of the well for domestic water supply for the school, the State Water Authority required the execution of an Augmentation Agreement which makes remediation of the various water issues a condition for any future improvements on the site. It must be completed before a Certificate of Occupancy can be issued on any improvements to the school itself.

Pedestrian /vehicular safety: As a life-safety concern, addressing this must be part of the first phase of any proposed improvements.

ACS Building: Lack of fire protection and ventilation are immediate life-safety concerns. ADA access is required by Federal mandate. In addition, numerous systems and assemblies are currently beyond their useful life span (see CDE Assessment); numerous others will pass that threshold within the next three to five years. Even if funded in the next BEST cycle, construction of a new facility would not be completed until at least three years from now, making this application urgent.

Music & Art buildings: The ventilation concerns suggest that this is a relatively urgent issue. Under the proposed most-cost-effective scenario however, Art cannot move into the existing Music Building until the existing ACS is reduced and rehabilitated to house Music, which in turn cannot happen until after the new ACS is constructed. Remedying the Art deficiencies therefore factors into the urgency of the overall ACS replacement.

What is the Cost Associated with this Project:

\$10,383,583

How Does this Project Conform with the Construction Guidelines:

The Capital Construction proposed in the Aspen Community School Master Plan conforms to the following elements of these Guidelines:

(note: "CDE- AR" refers to the Assessment Report compiled last year under the direction of the Department of Education)

SECTION ONE – Promote safe and healthy facilities...

3.1 Sound Structural Systems – The existing building shows visible evidence of insufficient load-bearing capacity (bowed walls, remedial beam added). The new replacement structure will be designed to current codes and will take all loading factors in to account to create a sound structure.

3.2 A weather-tight roof – the existing main building and several others have roofs which are beyond their expected useful life and showing signs of deterioration. The proposed new structure will have a new roof with proper insulation and detailing to provide better weather protection and lower energy consumption, with less frequent maintenance. Roofing materials will be selected from the materials listed in 3.2.2 of these guidelines, with the likely addition of planted-roof systems for some low-slope elements.

3.3 A continuous and unobstructed path of egress – the existing building has impaired egress from the 5-8 Grade level spaces. The proposed new building will be designed all on one level, with clear paths of egress sized for the current student population.

3.4 A potable water source and supply system – The existing school is served by a single on-site well. A part of the proposed project, domestic water storage will be increased and treatment improved. A second well or pump will be installed to reduce the possibility of interruption in supply.

3.5 The existing buildings do not have a fire alarm and duress notification system as described. Alarms which exist in the main building are annunciator only, not monitored or connected to any responder, and were judged in the CDE-AR to be inadequate and require replacement. As part of the proposed new construction and rehabilitation of existing buildings, a conforming alarm and notification system would be installed.

3.6 Facilities with safely managed hazardous materials.... - Currently available information does not indicate the presence of any hazardous materials in the buildings.

3.7 Facilities equipped with closed circuit video and keycard or keypad building access - The current facilities are not so equipped. The proposed new construction and rehabilitation of existing buildings will include installation of a keycard or keypad access system. Given the small size of the school and its rural location, closed circuit video does not seem appropriate although it could readily be installed, or conduit provided to facilitate future installation.

3.8 An Event Alerting and Notification system – the current buildings are not equipped with such a system, except thru use of the telephones. The proposed new construction and rehabilitation of existing buildings will include installation of such a system.

3.9 Secured facilities The main entrance of the Main ACS building does pass the main office area, for visual recognition of traffic. In most other respects the current building does not meet this guideline. The proposed new construction and rehabilitation of existing buildings will

provide improved visual surveillance, lockable doors (possibly with vision lites) and other improvements.

3.10 Safe and secure electrical service and distribution systems - electrical systems in the Main ACS building have not been identified to be unsafe, but are beyond their expected useful life and inadequate to current usage. Electrical services in other buildings are similarly minimal. The proposed new construction and rehabilitation of existing buildings will incorporate increased electrical capacity and circuit protection, complying with current codes and will constitute a substantial decrease in potential risks.

3.11 A safe and efficient mechanical system... As identified in the attached report by Resource Engineering, the heating system in the main building is highly inefficient and ineffective. There is no mechanical ventilation. These deficiencies were also noted in the CDE's own assessment and evidenced by over-limit CO₂ readings. Similarly, the current Gym and Art buildings have deficient, partially inoperable and highly inefficient heating systems and inadequate ventilation. The proposed new construction and rehabilitation of existing buildings will include installation of modern HVAC systems with improved distribution and control, including mechanical ventilation to meet current codes and standards.

3.12 Healthy building indoor air quality... Air quality in the buildings is currently achieved only thru operable windows, a means which is naturally limited by weather conditions at this high elevation. In addition to the CO₂ buildup measured by the CDE Assessment team, there is anecdotal evidence of air quality problems in the classrooms, especially the art spaces. The proposed new construction and rehabilitation of existing buildings will address these and result in greatly improved air quality, while also providing operable windows for use when the weather is suitable.

3.13 Sanitary school facilities... The current materials of the school (exposed log walls for example) are not all in compliance with the reference standard, and do not lend themselves well to cleaning and sanitation. Materials in the proposed new construction and rehabilitation will be selected to meet those standards.

3.14 Food preparation and associated facilities... The current ACS kitchen is woefully undersized and over-utilized. Combined with the age of the finishes and appliances, this makes it difficult to maintain in a clean and sanitary condition. The proposed new construction includes a reasonably-sized kitchen. Currently some classes have a separate space in which to eat lunch, but some do not, and students in those classes must eat at their desks. The proposed new construction includes a space (the Integrated Learning Center) for each class which is to have durable cleanable surfaces and be used for lunch as well as for curriculum functions such as science projects and demonstrations which are messy or disruptive and so are best kept separate from the academic desk work.

3.15 Safe laboratories, shops and art rooms...storing paints or chemicals...As noted above, the current art spaces are not properly ventilated, heated etc. There is also inadequate storage for paints and art materials. The proposed new construction and rehabilitation of existing buildings will include providing proper storage for paints and chemicals.

There is no separate laboratory, nor is one proposed in the project. The Integrated Learning Centers proposed for each class will include proper storage for laboratory materials associated with that class curriculum.

3.16 A separate emergency care room...The existing buildings do not provide a separate care area. The proposed new construction will include a separate sick student space, with bed and rest room, etc., to meet this guideline.

3.17 A facility that complies with the ADA – the current main ACS building is far from complying with the ADA, in that every classroom requires negotiating stairs to access it, internal travel between various spaces requires negotiating stairs, all rest rooms are on a downstairs level, nearly every door is undersized to provide wheelchair passage, etc. The proposed new construction and rehabilitation of existing buildings will address these deficiencies and create ADA compliant facilities.

3.18 A site that safely separates pedestrian and vehicular traffic... The current site requires all vehicles to use a single lane access, directly adjacent and with no separation from walking areas used by students and others, as well as students from the adjacent pre-school. The proposed new site plan separates school vehicles from pre-school vehicles, and provides enhanced separation of both from pedestrians. Given that only two buses serve the ACS, it was determined that providing a totally separate bus access would not be an efficient use of site area or budget, however the new site plan provides increased space for drop off and vehicle circulation, as well as a removed parking area so buses need not remain in the drop-off zone for the entire day after they have unloaded. These measures are expected to result in a dramatic decrease in congestion and a significant reduction of hazard.

3.19 A safe and secure site with outdoor facilities...The ACS is fortunate to be located in a rural setting where security is not the same issue it is in many more developed locations and where safety is primarily an issue of natural hazard. While this project does not have significant changes to playing areas as an objective, all work on outdoor areas will be done with attention to safety and will result in conditions which are at least as desirable as, if not better than, existing conditions. The new playing field will be in a location which offers better visual supervision from and connection with the Community Hall (gymnasium), and will also be better isolated from the driveway which is used by several adjacent property residents.

SECTION TWO – ...Promote “learning environments” conducive to performance excellence....

4.1 ...schools built with high-quality, durable, easily maintainable building materials and finishes - The existing school was built nearly forty years ago with locally available materials and much volunteer labor, on a very minimal budget. Many of its materials are rustic and difficult or impossible to clean, show decades of wear and tear, and have finishes integral to the structure and therefore not readily replaced when worn out. The proposed new school will be constructed with modern materials selected for, among other criteria, durability, easy maintenance and ability to be cleaned.

4.2 Educational facilities that accommodate ...CAP4K, NCLB, model content standards? As detailed in Section IV – 3 of the BEST application, the deficiencies of the current building do not provide a good physical environment in terms of educational suitability and health & safety. The proposed new school will be a high performance CO-CHPS design that will align the facilities with the 21st century educational program. The

new school will be used as a teaching tool, so that students can learn about and experience renewable energy first hand, and learn about sustainable building design through truth windows, etc.

4.3 Educational facilities...connected todistant learning networks.... The Aspen Community School curriculum and programs do not make use of distant learning, therefore this guideline is not applicable.

4.4 School administrative offices should be provided with technological hardware and software that provides control of web-based activity.... Current technology systems are secured by several levels of content and spam filters, layers of access permission and log-in requirements. Students and parents are required to sign a computer/internet use agreement each year. All computer use is monitored by classroom teachers. The main database and user files are backed up onto a server daily.

4.5 Administrative software should include...ACS utilizes Power School and Alpine Achievement software for reporting and tracking student data with the District and CDE, in addition to an internal database that generates contact information, bus routes, etc. Software is also used to monitor and report on IEPs, ILPs, PLPs, library records. As the school is very small, records on immunization, behavior and transcripts are maintained manually.

4.6 Facility protected with emergency power back-up...The existing facility relies upon point-of-use UPS devices. The proposed new and rehabilitated facilities will still rely on such devices but may also be equipped with separate circuits for critical electronic equipment and newer, more reliable overall electrical systems.

4.7 School sites that meet the recommended school facility size guidelines... The campus exceeds the recommended size guidelines and provide more than adequate space for the school.

4.8 ...buildings that functionally meet the recommended educational programming set forth.... The existing ACS buildings are functionally deficient in many respects noted elsewhere in this Application. The proposed new and rehabilitated buildings will address present and expected space needs (see separate Space Needs Comparison, attached to this Application), provide specific spaces for specific activities, all in a configuration which is precisely designed to suit the ACS' unique mission and curriculum. They will provide an exciting learning environment, with adequate classroom sizes, proper dedicated facilities (such as Kindergarten rest room).

4.9 The Assistance Board recognizes... As this section of the guidelines anticipates, the ACS does differ in some respects from what might be described for a 'typical' school. ACS classes are smaller (14 per grade) and organized in to multi-age groups. ACS curriculum emphasizes multi-subject and project-based learning, which leads to extensive use of the Integrated Learning Center which is part of each multi-year space grouping, and eliminates the need for separate computer labs. These and other departures reflect its mission as an alternative to larger more traditional environments, and its unique location and fit with the local community.

4.10 Elementary schools shall provide exciting learning environments... The ACS site provides a wonderfully exciting environment, with ample opportunities for outside activities. The proposed new and rehabilitated buildings will provide adequately-sized classrooms and Integrated Learning Centers (which between them allow for computer lab work, science projects and other activities which, in their own classroom might be remote and poorly maintained due to staff limitations), separate art and music spaces with proper amenities, a newly centralized library, an improved kitchen and lunch accommodations, a refurbished gym and properly constructed administrative areas.

4.11 Middle schools (grades 5-8)... The proposed new and rehabilitated ACS buildings will provide a vibrant and cheerful learning environment with abundant natural light and views, as this guideline encourages. For the most part they will provide the functional areas listed here. Due primarily to the small size of the ACS however some separate spaces are not planned to be provided.

Computer lab – we prefer to integrate computer work directly in the classrooms.

Distance Learning lab – not applicable due to the school's unique nature and program.

Science Lab – due to our size we do not have a separate science teacher or space, the subject is taught in the classrooms and Integrated Learning Centers, by the classroom teachers.

Family Consumer Science Lab - due to our size we do not have a separate space for this purpose.

Band Classroom – while we do not have a band, instrumental instruction takes place in the Music classroom, which will be provided by rehabilitating the existing school building.

Vocal Classroom – vocal instruction will also take place in that same building.

Beginning shop, vocational... An existing wood shop also located on the campus is used for vocational instruction; the cabinetmaker who runs that shop participates as an adjunct faculty member, in exchange for use of the shop.

Commercial Kitchen – ACS does not offer food service to students, who all bring their own lunch from home. The proposed new building will have a larger and well-design kitchen however, to assist in consuming and cleaning up after lunch and for special events such as fundraisers and after hours programs.

Cafeteria and multi-purpose room – It is the nature of the ACS program that classes eat lunch in the Integrated Learning Centers located within each multi-age group, rather than having a dedicated lunchroom. For multi-purpose and community uses, the new school is proposed to have an enlarged Central Area which can accommodate the entire school populations. In addition, the existing gym, when reconstructed as the Community Hall, will be available for community meetings, and is well-located for that (near to access and parking, with adjacent green lawn space for events to move outdoors). In addition, the Central Area of the existing ACS building, once that is reduced and refurbished, will provide another location for mid-sized gatherings of school or community groups.

Gymnasium – the school's gymnasium is of adequate size for our student population and includes basketball backstops, volleyball sleeves and safe wall surfaces.

Weight training area – given the size of our school and the wealth of outdoor recreational opportunities available to our students, a weight training area is not justified.

Men's and women's locker rooms – minimal locker facilities have proven adequate for our small population and emphasis on outdoor recreation.

Administrative offices – The Space Needs we have identified for the new ACS building include administrative offices, nursing area, adequate rest rooms, conference, reception and building support areas, as this guideline describes.

4.12 High Schools - This guideline's directives do not apply to ACS.

4.13 PK-12 Rural Schools - This guideline's directives do not apply to ACS.

SECTION THREE – Implement the current version of LEED or CO-CHPS or other.

5.1 Upgrading the existing building to meet either of these standards would require very extensive reconstruction and would still leave a facility unsuited in space and configuration to the curriculum taught. Because the CO-CHPS program is focused specifically on schools and on Colorado's climate and non-urban communities, it has been chosen for this project. A checklist is attached to this Application showing the points which have been targeted. These indicate that, with a very reasonable level of effort and expenditure, the project can meet or exceed the CO-CHPS 'Verified' level, and may well achieve the higher "Verified Leader" level.

5.2 Analysis of...school facility size...achieve reduced school facility size...

The Space Needs Comparison attached to this application reflects the use of multi-purpose spaces (the Integrated Learning Centers) to avoid several separate use areas (dedicated lunch room, dedicated science room, dedicated computer labs, dedicated distance learning center, separate rooms for cubbies and lockers, etc.) The individual space allocations have been carefully considered and suited to our class sizes (classrooms of 450, 500 and 600 sf., rather than the commonly used 600, 780 or 1000 sf minimums).

5.3 A district-wide energy management plan – Since the ACS is a charter school, this requirement is not applicable

5.4 Adoption of a goal of zero-waste from construction...operation and renovation... The specifications for construction of the new and rehabilitated facilities for the ACS will include requirements for construction waste sorting and re-use, reduction, recycling and composting to the greatest degree feasible.

5.5 Training to establish district wide preventative maintenance... While district-wide efforts are not applicable to this charter school, our project timeline specifically envisions a significant training effort as new facilities come on line, in order that they be well operated and maintained to maximize their functionality and effective life.

SECTION FOUR – evaluate based on rehabilitation costs versus replacement costs.

6.1 The school district's desired facilities life span... Because ACS is a charter school, and due to land-use requirements imposed by the County, student enrollment is not anticipated to change even many years into the future. Because of that, an adequately sized, well-designed, -built and -maintained school can be anticipated to have a useful life measured in decades. The current ACS building has served for nearly forty years, and it is the intent of this project that the new facilities be designed to serve at least that long.

6.2 The facility's relative importance in history... The existing school building is not considered a historic structure.

6.3 Building code, health and safety deficiencies... As described elsewhere in this application, the current buildings contain many deficiencies in these areas. The proposal to construct a new building, and to rehabilitate most of the existing ones, will correct these deficiencies and provide modern high-performance, code-compliant facilities at the least cost and with the least disruption of educational activities.

6.4 Educational programming and green building deficiencies...it is not feasible to separate the costs of remedying a deficiency such as 'insufficient exterior wall insulation and resistance to air infiltration,' or 'lack of sufficient noise attenuation between spaces' out of the overall square foot cost allowance for new construction. The proposal to construct a new building, and to rehabilitate most of the existing ones, will correct these deficiencies and provide modern high-performance, code-compliant facilities at the least cost and with the least disruption of educational activities.

6.5, 6.6, 6.7 - Divide costs in items 2, 3 & 4 above (rehabilitation costs) by item 1 (replacement cost).

As part of the ACS Master Planning process, a wide range of rehabilitation and replacement options were considered. These specifically included options to remediate, rehabilitate and expand the current building. The first indication that replacement of the ACS building would be more feasible than remediation, rehabilitation and expansion came from the CDE-AR, issued in draft form on 01-10-10 and later revised and dated 03-01-10. In brief summary, this report calculated a Condition Budget of \$3,558,698 and a Suitability Budget of \$4,255,900, for a total of \$7,824,598. This exceeds the report's estimated replacement value of \$5,968,214 by \$ 1,846,384.

Because rehabilitation costs are greater than 70% of replacement cost, the CDE-AR suggests that the preferred alternative would be to replace the main ACS building with a new one, along with rehabilitating other existing buildings as necessary to serve their revised functions.

While this summary from the CDE-AR indicates the desirability of replacement, it cannot accurately reflect the total project cost for either avenue of action because, in addition to the issues which are apparent to an assessment team, there are a number of requirements for this project of which the CDE assessors could not have been aware.

Site Access – In approving its land-use action to allow expansion of ACS to suit its space needs, Pitkin County conditioned permitting of that expansion upon bringing the access driveway up to current county standards, since it serves not only a public school, but several uphill residential properties as well. The applicable standard for fire vehicle access is a twenty foot wide driveway, which does not exist today. Thus, any project – either re-use or replacement, must include the cost of that upgrade.

Water Systems – An Augmentation Agreement with the State Water Authority requires various remediations to legitimize the school's domestic water supply and to provide properly authorized water storage for fire suppression purpose, both inside the buildings and around them

Sanitary Waste system – the existing waster systems are beyond useful life and inadequate to the current and anticipated flows. This has been noted by the county in previous land-use actions and is required to be addressed prior to occupying any new facilities on the site.

In order to incorporate these required project costs which are not explicitly part of the building construction work, as well as the normal range of 'Soft' costs which pertain to any construction project, we have prepared the two attached Cost Estimate Outline spreadsheets.

The first spreadsheet shows the total project requirements and costs if the existing building is remediated (addressing deficiencies), rehabilitated (brought back to fresh serviceable state) and expanded (to meet the calculated space needs for current and future use).

The second spreadsheet shows the total project requirements and costs if the existing building is replaced by a new building as proposed in the Master Plan.

As can be seen, the Replacement option ends up costing slightly less overall, due in part to the greater efficiency of constructing new space versus extensive interior alterations and additions. It also reflects that re-use would require either that the work be broken up into phases which could occur during several consecutive summer breaks, or moving the entire school into temporary facilities for over a year, either of which has a considerable cost impact.

As educators, we have also taken into account the disruption which would occur in the re-use scenario and its potential effect on student progress and health. Finally, replacement results in nearly all new facilities, with a longer useful life than even a well rehabilitated existing building. It will allow all spaces to be designed properly for their intended function, rather than being shoe-horned into existing spaces and layouts. In short, replacement offers a better end result, with far less disruption to the educational purposes of the school, and at a lower cost, than the re-use option.

Because rehabilitation costs are greater than 70% of replacement cost, the preferred alternative is to replace the main ACS building with a new one, along with rehabilitating other existing buildings as necessary to serve their revised functions.

How does the Applicant plan to Maintain this Project if it is Awarded:

ACS is dedicated to maintaining an adequate annual budget for all care, maintenance and grounds keeping of the existing school buildings as well as the future buildings. This dedication is demonstrated by the current annual Maintenance and Operations (O&M) Budget:

Buildings and Grounds: \$19,000
Maint. Personnel & Vehicle: \$21,225
Janitorial: \$19,679
Utilities: \$17,500
TOTAL \$77,404

ACS also contributes \$10,000 annually to a reserve fund. At the end of June 2010 the reserve fund will have a total of \$30,000.

According to the American School and University Magazine, 32nd Annual M&O Cost Study, April 2003, for schools under 1,000 students, the national average for the total annual M&O budget is \$629.22 per student. ACS can demonstrate that over the last three years we have committed \$634.46 per student. Adding \$10,000 annual contribution to the capitol reserve account, or \$81.97 per student, the total real contribution to M&O annually is a demonstrated \$716.43, or approximately 12.5% higher than the national average.

In terms of Facilities Management in regard to the future buildings which are still in schematic design only, ACS intends to implement the following strategies:

• ACS will employ a staff of one for all M&O programs. This staff will receive six (6) months of on-going training at the beginning of operations. Included in part of this training will be all teachers, administration and staff to ensure a widespread understanding of the new high performance systems.

• Maintenance personnel, in cooperation with the general contractor, relevant sub contractors and a commissioning agent will create and maintain a standardized structure for maintenance, operations, custodial work and grounds keeping.

• The standardized structure mentioned above will include CO-CHPS recommended practices and procedures to address on a quarterly, bi-annual and annual basis the following areas of concern:

- Health and Indoor Air Quality
- Thermal Comfort
- Visual Comfort
- Acoustic Comfort
- Security and Safety
- Ecosystem Protection
- Energy Efficiency
- Water Efficiency
- Materials Efficiency
- Buildings as a Teaching Tool

ACS will require, in all RFQ's for contractors and sub contractors, a demonstrated commitment to and understanding of modern, high performance systems.

ACS has registered this project with CO-CHPS and intends to follow all guidelines therein in an effort to gain the validation on all new and existing buildings.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$10,000.00

CDE Comments:

THE APPLICANT HAS MET THE THREE MONTH NOTIFICATION AND HAS BEEN CHARTERED FOR MORE THAN FIVE YEARS AS REQUIRED IN STATUTE. THIS PROJECT WILL NEED TO COMPLY WITH THE HPCP. THEY HAVE PROVIDED A CO-CHPS CHECKLIST AND HAVE DEMONSTRATED THEY CAN MEET A CHPS VERIFIED LEADER CERTIFICATION ON THEIR PROJECT. ASPEN 1 SCHOOL DISTRICT SUPPORTS THIS PROJECT BUT WILL NOT PROVIDE THE SCHOOL WITH ANY FINANCIAL SUPPORT. THE FACILITY WAS BUILT AS A PRIVATE SCHOOL IN 1970 AND IN 1995 THE SCHOOL BECAME A CHARTER TO OFFER TUITION FREE EDUCATION TO A BROADER RANGE OF KIDS.

Funded FTE Count:	122	Bonded Debt Approved:	
Assessed Valuation:		Year Bonded Election Approved:	N/A
PPAV:		Bonded Debt Failed:	
Bonded Debt:		Year Bond Election Failed:	N/A
Total Bonding Capacity:		2009 Bond Election Results:	N/A
% of Bonding Capacity Used:		Median Household Income:**	
Bond Capital Remaining:		Free or Reduced Lunch %:	4.10%
Existing Bond Mill Levy:		State Financial Watch:	No
Who Owns the Facility:	Charter School	Charter School Fund Balance:	\$150,824
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:		This is an unlikely scenario as the school has been located on this property and in these facilities for 40 years, however, if we went out of business, the property would be sold in the free market.	

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$6,541,657.00	Affected Sq Ft:	24,184
Current Project Match:	\$4,361,104.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$10,902,762.00	CDE Minimum Match Percent:	40
Previous Grant Awards:	\$0.00	Actual Match Provided:	40
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	59.63%
Future Matches:	\$0.00	CFI:	131.00%
Total for all Phases:	\$10,383,583.00	Inflation:	3
Cost Per Sq Ft:	\$429.00	Davis- Bacon Wage Requirement:	\$560,000
Cost Per Pupil:	\$81,760.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Pueblo Rural 70 – Pueblo West High School – Addition

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	136,583
Replacement Value:	\$39,022,112
Condition Budget:	\$2,621,206
Total FCI:	6.72%
Energy Budget:	\$47,804
Suitability Budget:	\$11,095,900
Total RSLI:	34%
Total CFI:	35.3%
Condition Score:	4.66
Energy Score: (20%)	1.45
Suitability Score: (40%)	3.71
School Score:	3.64



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: PUEBLO RURAL 70

Project Rank: 0.61

County: PUEBLO

Applicant Priority #: 1

Project Title: HS Classroom Addition

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Pueblo West High School opened its doors in 1997, in a community poised for further growth. The original designers of the facility planned for expansion to be done in stages, knowing that rapid growth in Pueblo West was likely to occur, and that affordable land and housing would attract families with school-age children. The school has since had two additions, with one final addition planned which will result in an estimated student capacity of 1,275 students. Currently, the school utilizes three modular buildings (six classrooms), in addition to its building classroom space to accommodate the student population and programming needs.

The enrollment at Pueblo West High School in the fall of 2010 was 1,246 students. With current 8th grade enrollments, projected enrollment for the fall of 2011 is 1,320 students based on an enrollment decline of 5% as current students move through the high school grades. We believe this to be a conservative estimate. Using this same pattern for internal projections, enrollment by 2014 is projected to be 1,397 students, placing Pueblo West High School well beyond current capacity.

We have also included (as attachments) student enrollment projections from Strategic Resources West, Inc., and from the Pueblo County GIS department, both outlining potential growth in the Pueblo West High School trade area. A student demographic profile developed by the Pueblo County GIS department in February of 2010 projects an annual compound growth rate for families in the Pueblo West High School trade area to increase by 2.7 percent each year through 2014. This projection places student enrollment for 2014 at 1,386 students. Earlier projections performed by Strategic Resources West, Inc. in August of 2009, as part of a Facility Master Plan, show Pueblo West High School to have a student population of 1,717 students by 2012. The District believes that changes in the economy have slowed the growth of Pueblo West and that the higher projection will not likely be realized in that timeframe, however, the projection of nearly 1,400 students by 2014 is quite likely.

The final staged addition to Pueblo West High School consists of approximately twelve classrooms. These classrooms would be constructed north of an existing wing that is currently bordered by a temporary wall from the last building phase in 2004. The final design of these classrooms is still to be determined. Discussion has been around the possibility of expanding our career and vocational programs by embedding technology focused classrooms which would allow students to have access to these programs. Currently, Pueblo West High School's facility is not conducive to such offerings. We do not have a facility that can accommodate any vocational offerings.

Pueblo West High School offers students many diverse educational opportunities for its students, as well as the students of other District 70 high schools. Recently, a distance learning laboratory was added, to integrate into the network of distance learning for the high schools of District 70. Additionally, the development of the International Baccalaureate at Pueblo West High School offers students a rigorous course of study through the development of international mindedness, the importance of community service, and produces a student that is well-rounded in their studies. The core academic courses of the school, including eight different Advanced Placement courses, as well as the wide array of elective offerings, provide students with many opportunities to meet their educational goals throughout their careers at Pueblo West High School. All of these offerings will be accentuated through completion of the final planned addition to the school.

Issue: Addition

Deficiencies Associated with this Issue:

Pueblo West High School student enrollment is at capacity, and projected to surpass capacity in the near future. To the point, the growth of students in the region has outpaced construction efforts and is the primary deficiency of the facility. The Building Excellent Schools Today program offers Pueblo County School District 70 and other districts across the State of Colorado an opportunity to address additional facility needs by providing funding through sources outside the local district tax base. Our constituents appreciate the opportunity to address these needs and further stretch their local dollars, as participation and funding through the BEST program will allow us to address additional health and safety issues. Another attractive component of the BEST program to District 70 is the High Performance Certification Program. District 70 believes that the HPCP is in the best interest of the District, resulting in a facility with lower annual operating costs than those built with traditional construction methods and materials, working to reduce the burden of increased operating expenditures often felt when facilities are expanded. Without the assistance of BEST funding and the completion of this project, it is likely that overcrowding issues will cause several detrimental effects for the Pueblo West and District 70 community. Enrollment is likely to decline, based on crowded classrooms with no opportunity for expansion. Student achievement certainly may suffer as further physical constraints will be realized as student populations grow. The completion of this project will assist in establishing Pueblo West High School as the educational leader for the betterment of all students in Pueblo County.

Proposed Solution to Address the Deficiencies Listed Above:

The solution to this deficiency, lacking of classroom space, is the completion of the final planned wing to Pueblo West High School. The programming opportunities afforded by the completion of this wing will allow further opportunities for the students of Pueblo West High School to engage themselves in the creation of their future through an enhanced educational experience.

How Urgent is this Project:

This need must be addressed immediately, to provide capacity for an increasing student population, through a successful BEST grant award, coupled with a successful bond election in November 2010.

What is the Cost Associated with this Project:

3,172,822

How Does this Project Conform with the Construction Guidelines:

We believe this addition of classrooms to Pueblo West High School confirms to the construction guidelines based on the following examples:

"High schools (grades 9-12) shall provide an environment that prepares students for higher education admittance or the workplace. When possible, daylight and views shall be incorporated in all learning areas to supplement well-designed task oriented artificial lighting. The facilities should be designed to provide vibrant, cheerful, learning environments for students and be scaled for adult occupancy. Acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors and other learning areas will create a learning environment that focuses the student's attention. "

"Facilities that conserve energy through High Performance Design (HPD). A high performance building is energy and water efficient, has low life cycle costs, is healthy for its occupants, and has a relatively low impact on the environment."

How does the Applicant plan to Maintain this Project if it is Awarded:

Although no longer required through the School Finance Act, District 70 will continue to allocate funds to the Capital Reserve Fund of the District to meet the major capital repair needs required on an annual basis. Additionally, through the annual budgetary process, the maintenance staff will implement appropriate preventative maintenance processes to ensure the longevity of its school facilities. Over the past six years, monies have had to be allocated to the repair and upkeep of the temporary wall on the west end of the building, showing the District's commitment to maintenance. Due to inclement and severe weather situations, hallways have been flooded as water seeps through the wall into the building.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

8,000

CDE Comments:

Funded FTE Count:	8,390	Bonded Debt Approved:	\$56,300,000
Assessed Valuation:	\$488,082,353.00	Year Bonded Election Approved:	1999, 2002
PPAV:	\$58,174.30	Bonded Debt Failed:	
Bonded Debt:	\$60,507,075.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$97,616,470.60	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	61.98%	Median Household Income:**	\$20,304.00
Bond Capital Remaining:	\$37,109,395.60	Free or Reduced Lunch %:	35.01%
Existing Bond Mill Levy:	13.75	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$2,024,733.00	Affected Sq Ft:	17,152
Current Project Match:	\$1,189,129.00	Master Plan Complete:	No
Current Total Project Cost:	\$3,213,863.00	CDE Minimum Match Percent:	37
Previous Grant Awards:	\$0.00	Actual Match Provided:	37
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	6.72%
Future Matches:	\$0.00	CFI:	35.30%
Total for all Phases:	\$3,060,822.00	Inflation:	8
Cost Per Sq Ft:	\$184.00		
Cost Per Pupil:	\$8,813.00	Davis- Bacon Wage Requirement:	\$147,861

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Salida R-32 - Salida Longfellow Elementary School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	49,700
Replacement Value:	\$10,364,214
Condition Budget:	\$9,243,041
Total FCI:	89.18%
Energy Budget:	\$0
Suitability Budget:	\$4,028,600
Total RSLI:	3%
Total CFI:	128%
Condition Score:	0.54
Energy Score: (20%)	3.55
Suitability Score: (40%)	3.40
School Score:	2.29



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: SALIDA R-32

Project Rank: 0.59

County: CHAFFEE

Applicant Priority #: 2

Project Title: ES Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Longfellow Elementary School was constructed in 1956. A number of renovations and additions have been added over the years that do not meet current ADA standards or several health and safety code requirements. Renovations and additions were done to the elementary school in 1960, 1964, 1976, and 1984. The school district had a facility assessment and an energy audit completed on all of our facilities in 2008. That facility study indicated that to bring the elementary school up to current standards for health, safety, and ADA requirements would cost in the millions. Even with required updates, the building will have limited life expectancy and maintenance to the structures will continue to become a larger budgetary problem each year. This maintenance issue, will continue to be a problem for the District causing potential funding issues with instructional costs because of the need to maintain the buildings and be able to occupy them. Longfellow Elementary is not able provide for the increased demand placed on the electrical system due to expanding requirements of technology in the classrooms. Energy outages are a regular occurrence at the facility. Short-term solutions for the need for power result in exposed wiring and many extension cords creating hazards and safety issues unavoidable at this time. The Salida Fire Department recently cited the school district with several code violations regarding wiring and other electrical concerns. Air quality samples taken by the energy audit consultants revealed high levels of carbon dioxide in classrooms in Longfellow Elementary due to poorly designed and out-of-date ventilation systems. At Longfellow Elementary School, concrete block units were turned on edge in the installation to allow return air to pass from the classrooms to the corridor above the corridor ceiling. To make matters worse, at some point in time, storage closets were added to the classrooms which cover the return air openings in most classrooms which further add to the air quality problems. Several years ago due to rotting soffits, portions of the roof overhang eave structure were removed from the entire perimeter of the elementary school. As a result, the snow and ice now fall onto the sidewalk outside the classroom exterior doors and create a major hazard for students and staff. Much of the remaining wood structure of the elementary is continuing to experience "dry rot." This is evident even on the interior beams of the hallways. The district has been in the process of repairing sections of the roofing of the elementary over the past several years as funds are available. Approximately one third of the roofing is still in need of repair. Areas of the roof were repaired using a membrane roofing system over the old roofing and has not proven to provide an adequate water barrier around the many skylights on this existing roof so patching and repairing the replaced roof continues. The cafeteria is too small for the current student populations. It has outdated equipment, poor exhaust and ventilation, and is inadequate to meet some current health department requirements. At the elementary school, the undersized cafeteria causes the lunch schedule to consume the majority of the school day. This has a negative impact on learning for students who either have to eat very early or very late in the day. At the same time, the extended use of the cafeteria for lunch, which is adjacent to the gym, causes the space to be out of commission for use for other physical activities which are also important to the student's health and education. The exterior doors and hardware need replacing and have reached the end of their life. The elementary school was constructed at a time when security was not the concern it is today. The administrative offices are not located near the main entrance to the building. Individuals can come and go without being detected. None of the restrooms in the elementary school are ADA compliant.

Issue: School Replacement

Deficiencies Associated with this Issue:

According the facility assessment conducted by the state, the replacement value of our existing elementary school is \$10,364,214. The condition budget was determined to be \$9,243,041 which generates a total FCI of 89.18%. When factoring in the educational suitability, the total CFI for this structure is 128%. The facility received a condition score of 0.54; an energy score of 3.55; and a suitability score of 3.40. The report assigns this facility an overall school score of 2.29. The report provides a SCI rating which represents the ratio of a system's budgeted repair costs divided by its current replacement value. Of the seventeen (17) Uniformat classifications included in the report, eleven (11) were rated in excess of 100%. Included in the seventeen possible areas were stairs and special construction- neither of which were rated for this one-story building. So out of the 15 remaining systems, 11 were rated in excess of 100%. Over \$800,000 worth of repairs were rated as "potentially critical or critical." IN the site deficiency narrative, there were thirteen (13) system reviewed. Of the thirteen (13), eleven (11) were noted as "The system should be replaced". According to the building condition budget detail report, twenty-five (25) systems were rated as being in excess of 100%. In describing the building interior walls, the report states, "The system is beyond expected life and showing signs of deterioration." The roof and skylights are in poor condition. Roof vents and skylights are leaking throughout the building.

Proposed Solution to Address the Deficiencies Listed Above:

All of the health and safety as well as the educational deficiencies will be addressed in the construction of a new high school. The new facility will meet or exceed all fire and safety code requirements. The school district's architect, Blythe and Company, will meet and exceed all functional or construction standards as specified in the Capital Construction Department's Construction Guide as well as those requirements specified under LEED Gold certification. All of the construction will be done in compliance with all Public School Construction Guidelines, and all design development will be done by licensed architects with appropriate support from licensed professional engineers. All construction will be supervised by an Owner's Representative who is experienced in school construction work in the State of Colorado. All building permits will

be secured by the school district, and certificates of occupancy will be issued by the appropriate governing bodies.

How Urgent is this Project:

The local fire department has provided the school district with a six-page document listing health and safety violations regarding the current elementary school, Longfellow Elementary School. In addition, the state fire inspector provided us with a list of violations on 10/08/09. Although some of the violations have to do with maintenance issues, most of the key violations are structural in nature and cannot be remedied in the short run. The local fire department has indicated a willingness to be patient regarding remediation as long as constructing a new facility is going to happen. Some of the items cited in the Colorado Department of Public Safety- Division of Fire Safety Report, dated October 8, 2009 included issues regarding electrical power and the lack of accessible electrical outlets which has led to the overuse of extension cords in place of permanent wiring. In addition, the school was cited for violating combustible storage 24 inches below the ceiling. At some point in time, closets were built into the classrooms that not only cause issues regarding storage of combustible materials, but they also block the return air ventilation in many of the existing classrooms.

What is the Cost Associated with this Project:

\$17,898,725

How Does this Project Conform with the Construction Guidelines:

All of the construction will be done in compliance with all Public School Construction Guidelines, and all design development will be done by licensed architects with appropriate support from licensed professional engineers. All construction will be supervised by an Owner's Representative who is experienced in school construction work in the State of Colorado. All building permits will be secured by the school district, and certificates of occupancy will be issued by the appropriate governing bodies.

Conformity With CDE Construction Guidelines

The grant application is for a new elementary school building as a replacement for an existing building. The facility shall be designed and constructed in compliance with the 1 CCR 303(1) Capital Construction Assistance Public Schools Facility Construction Guidelines of the Colorado Department of Education Division of Public School Capital Construction Assistance, as adopted 10-07-09.

The Project will be in overall conformance with the Facility Construction Guidelines with the following notations:

Section 3.9 - There will a separate main entrance to the vocational education area.

Section 3.18.6 - Due site constraints, the kitchen service loading area will be accessed via a parking area drive. However, it will be located away from pedestrian entry access.

Standards:

The following is a listing of the architectural, functional, and construction standards that are to be applied to the Project:

- 2006 International Building Code
- Applicable accessibility requirements under ANSI 2003 A 117.1 with the 2006 International Code
- 2006 International Mechanical Code
- 2006 International Plumbing Code
- 2006 International Fuel Gas Code
- 2006 International Fire Code
- 2006 International Energy Conservation Code
- 2008 National Electrical Code
- Asbestos Certification Requirements/Section 22-43.7-1 09(4)(d)(I)CRS/Section 25-7-504- / CRS and Section 25-7-507 CRS/Asbestos Hazard Emergency Response Act of 1986 and Asbestos School Hazard Abatement Reauthorization Act of 1990
- Standards under the Occupational Safety and Health Act of 1970 (P.L. 91-576), or State and local codes, if they are more stringent, will be observed in the design and construction of the project.

In addition, the Project will be designed and constructed to Leadership in Energy and Environmental Design - LEED For Schools 2009 standards (or version applicable at the time of project registration) as required for LEED certification and a "Gold" rating.

Conformity With CDE Construction Guidelines

The grant application is for a new high school building as a replacement for an existing building. The facility shall be designed and constructed in compliance with the 1 CCR 303(1) Capital Construction Assistance Public Schools Facility Construction Guidelines of the Colorado Department of Education Division of Public School Capital Construction Assistance, as adopted 10-07-09.

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- 2006 International Mechanical Code
- 2006 International Plumbing Code
- 2006 International Fuel Gas Code
- 2006 International Fire Code
- 2006 International Energy Conservation Code
- 2008 National Electrical Code
- Asbestos Certification Requirements/Section 22-43.7-1 09(4)(d)(I)CRS/Section 25-7-504- / CRS and Section 25-7-507 CRS/Asbestos Hazard Emergency Response Act of 1986 and Asbestos School Hazard Abatement Reauthorization Act of 1990
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- 2006 International Plumbing Code
- 2006 International Fuel Gas Code
- 2006 International Fire Code
- 2006 International Energy Conservation Code
- 2008 National Electrical Code
- Asbestos Certification Requirements/Section 22-43.7-1 09(4)(d)(I)CRS/Section 25-7-504- / CRS and Section 25-7-507 CRS/Asbestos Hazard Emergency Response Act of 1986 and Asbestos School Hazard Abatement Reauthorization Act of 1990
- Standards under the Occupational Safety and Health Act of 1970 (P.L. 91-576), or State and local codes, if they are more stringent, will be observed in the design and construction of the project.

In addition, the Project will be designed and constructed to Leadership in Energy and Environmental Design - LEED For Schools 2009 standards (or version applicable at the time of project registration) as required for LEED certification and a "Gold" rating.

How does the Applicant plan to Maintain this Project if it is Awarded:

The school district will budget funds each year into the capital reserve account to provide adequate reserves for supporting maintenance needs as well as creating a reserve for future roof replacements and contingencies. The capital renewal budget is established such that there will be an increasing level of contribution to the capital renewal budget as the facilities age. For example in the case of roof replacement based on a 15-year life expectancy, the capital renewal fund contribution schedule such that over the 15-year span sufficient dollars would be set aside to fund the roof replacement.

As part of the maintenance of new and existing facilities, the District will:

1. Develop a facility maintenance plan for preventative maintenance. This will involve routine maintenance of the building from mechanical, to electrical, to caulking inspections, roof inspections, exterior wall inspections, inspections of interior walls, ceilings, floors, door/ hardware inspections, testing of fire alarm and intercom systems, , testing of fire suppression systems, etc. Periodic inspections will be performed and reports prepared at intervals appropriate to the faculty component. Some, like mechanical, will require quarterly inspections and adjustments, and others like electrical switchgear would require bi-annual inspections.
2. The plan will also address routine inspection of alternative energy systems built into the building including periodic adjustments to control systems as required to optimize efficient performance.
3. Develop a painting program to repaint/ touch-up the interior and exterior of the building on a ongoing, revolving basis.
4. Do infrared inspections of the building after it is completed and then annually to compare against the completed original structure to identify changes and maintenance needed.
5. Seek to develop staffing based on the International Facilities Management Association recommendations.
6. As part of the original construction, establish a scope and obtain bidding for the mechanical, electrical, and other appropriate sub-contractor to perform service contracts at regular intervals. District staff personnel person who would oversee these contractors.
7. Any major, non-emergency repairs of mechanical systems or other maintenance affecting school operation would be scheduled over summer breaks.
8. Inspections would be established by a predetermined schedule and would be performed with the goal of establishing 5 year plans for maintenance and repairs. This would help establish budgets for the District well in advance of work occurring, resulting in a planned effort to replace/ repair different items in the buildings rather than performing maintenance in a reactive mode.

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What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$30,000

CDE Comments:

THE FIRE MARSHAL'S LIST OF VIOLATIONS MAY RESULT IN REMEDIAL ACTION SUCH AS CLOSURE OF AREAS IF ACTIONS AREN'T TAKEN TO RESOLVE THESE ISSUES.

Funded FTE Count:	996	Bonded Debt Approved:	
Assessed Valuation:	\$174,311,599.00	Year Bonded Election Approved:	
PPAV:	\$175,099.55	Bonded Debt Failed:	\$25,000,000
Bonded Debt:	\$4,830,000.00	Year Bond Election Failed:	2008
Total Bonding Capacity:	\$34,862,319.80	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	13.85%	Median Household Income:**	\$17,887.00
Bond Capital Remaining:	\$30,032,319.80	Free or Reduced Lunch %:	37.38%
Existing Bond Mill Levy:	3.491	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$7,705,401.00	Affected Sq Ft:	54,784
Current Project Match:	\$11,088,260.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$18,793,661.00	CDE Minimum Match Percent:	58
Previous Grant Awards:	\$0.00	Actual Match Provided:	59
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	89.18%
Future Matches:	\$0.00	CFI:	128.00%
Total for all Phases:	\$17,898,725.00	Inflation:	7
Cost Per Sq Ft:	\$327.00		
Cost Per Pupil:	\$43,444.00	Davis- Bacon Wage Requirement:	\$447,468

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Denver 1 – Slavens Kindergarten thru Eighth Grade School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	63,634
Replacement Value:	\$14,289,655
Condition Budget:	\$10,364,702
Total FCI:	72.53%
Energy Budget:	\$22,272
Suitability Budget:	\$7,772,700
Total RSLI:	0%
Total CFI:	127%
Condition Score:	1.37
Energy Score: (20%)	2.50
Suitability Score: (40%)	3.11
School Score:	2.29



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: DENVER 1

Project Rank: 0.59

County: DENVER

Applicant Priority #: 1

Project Title: K-8 School Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

DPS is undergoing a positive transformation of increased population growth and student performance. Nearly 4,500 additional students have enrolled in the last 2 years with nearly 3,000 in the past year alone. 78,352 students currently attend DPS schools, which is the highest level of enrollment since 1975. 71.50% of all DPS students receive meals under the Federal Free and Reduced Lunch program. DPS has more students in poverty than any other district in the state and the highest number of English language learners and students with special needs. The Colorado State Demographer projects that 25,000 school-age children will be added to the City and County of Denver in the next 10 years. DPS will continue to grow as school performance improves and the number of school-age students living in Denver increases. DPS has expanded preschool and kindergarten offerings in the past 2 years; a strong component to improving student achievement, particularly among low-income students. Since the last school year, DPS has increased full-day preschool offerings five-fold to over 2,500 students, and full-day Kindergarten by over 30%, with 95% of DPS Kindergarten students now attending full-day classes. This further puts a strain on existing school facilities.

Historically, DPS capital projects are funded based on identified priorities. DPS's total legal debt limit is \$2,402,468,544 with a current remaining bonding capacity of \$646,381,931. Denver taxpayer tolerance limits bond requests to smaller amounts; DPS has successfully passed bonds in 1990, 1998, 2003, and, most recently in 2008 for \$454 million. The backlog of maintenance and repair projects that could not be funded by the 2008 Bond totaled \$605 million. The limited bond funding is distributed among DPS's 155 buildings, predominantly for deferred maintenance and critical needs projects. Only a small fraction can be allocated for new schools or for increasing school capacity.

The CDE Statewide Assessment lists Condition and Suitability Values for evaluated DPS Facilities, which validates the poor condition of DPS's facilities:

Total CDE Condition: \$1,762,807,664
Total CDE Suitability: \$757,132,312
Total Replacement Value: \$3,291,651,716

While this assessment is daunting, it is not a surprise, since the average age of DPS's schools is 53 years. Useful life, condition, and suitability are critical to a facility and information about a facility is constantly updated. Outdated classrooms and support spaces can affect the education program by not allowing sufficient physical space and by having inadequate technology, acoustics, electrical power, and lighting, etc. When evaluating a facility's enrollment, educational adequacy, and physical conditions, consideration should be given to remove the facility from operation. Some facilities should be replaced with a larger facility on the same site to best utilize resources. This proposal addresses such a facility.

Fifteen schools in DPS currently have critical capacity issues that will be managed with new or replacement facilities or facility modifications. The SE Region is one of two in DPS that have the greatest urgency of imbalance (enrollment needs greater than capacity) and is projected to increase by 1,200 ECE through eight grade seats over the next 5 years. DPS enrollment projections versus facility capacities show a growing overcrowding issue at the E-8 Grade Levels in the SE Region. The SE Region shows that current and projected enrollments are near or greater than the combined school capacities. In the SE Region there are currently 10,185 E-5 seats available for 10,619 E-5 students (104% of capacity). Many families have been unable to attend the school of their choice due to limits on capacity, and overcrowding creates increased class sizes which is detrimental to the educational environment.

Issue: School Replacement

Deficiencies Associated with this Issue:

The current Slavens K-8 facility was originally constructed as an elementary school in 1956 (54 years old). A small classroom addition was constructed in 1961, but since this work, no further additions have been added to the building and only minor renovation work has occurred. Several major systems, including ventilation, heating, electrical, and life safety systems are deteriorating and will be replaced when funding is available. The facility includes a significant amount of asbestos containing material (ACM). If DPS renovates the facility, ACM removal costs will be \$1.2M.

The existing facility includes critical deficiencies:

- High Dollar Value CDE and DPS Physical Condition Assessments
- High Cost per Student to Correct Existing Identified Deficiencies
- High Current Enrollment and High Enrollment Projections
- Severe Overcrowding

- High Anticipated Future Growth in Enrollment

- Adjusted Program Capacity (APC): 426
- Enrollment: 509 (2009-10)
- Enrollment % of APC: 119%

- CDE Suitability: \$10,697,567
- CDE Condition: \$10,838,448
- Replacement Value: \$14,965,652
- Suitability / APC: \$25,112
- Condition / APC: \$25,442
- Total CDE / APC: \$50,554
- Total CDE % Replacement Value: 143.9%
- CDE Condition % Replacement Value: 72.4%

Systems identified with significant deficiencies include the lack of a facility-wide fire sprinkler system, poor plumbing systems, poor windows, inadequate domestic water distribution and sanitary waste systems, and potential failure of the rain water drainage system. Other inadequate systems include outdated heat generating systems, ventilation distribution systems, electrical service/distribution system, lighting system, communications and security system, kitchen equipment, and fixed auditorium seating.

The school currently has a dead end corridor condition on the second floor and the overcrowding is causing life and safety issues because the school is using spaces not intended for educational use, such as the use of the basement for their music program.

The current Slavens site has no on-site circulation for parents to drop-off and pick-up children and inadequate on-site parking. At present, buses use the public streets to load and unload students; parents also share street parking, loading and unloading with the buses.

Evaluations show that Slavens is the District's highest priority for correction. Compared to other DPS facilities, it includes some of the highest values in most major categories. This information in combination with CDE Assessments shows a critical need for replacement. The critical deficiencies and values are:

- DPS 10 Year Condition Needs for Existing Slavens (After the Current Bond Program): \$7,578,028
- Total CDE Condition + Suitability Percent of Replacement Value: 143.9%
- Total CDE per Adjusted Program Capacity (APC): \$50,554
- DPS Enrollment Percent of Adjusted Program Capacity (APC): 119%
- CDE percent Replacement Value of Condition: 72.4%

Slavens K-8 is currently experiencing extreme overcrowding; this trend is expected to continue. Because of overcrowding issues in the southeast region, the educational program was expanded to incorporate a full K-8 program. Since the facility was never designed as a K-8, the core functions, including cafeteria, gymnasium, library, science labs, etc. are inadequate for a K-8 program model, especially at the middle (6th-8th) grade levels.

It is the District's policy that the early childhood education (ECE) programs be located within neighborhood schools, but because of regional overcrowding, and to relieve enrollment pressure in surrounding schools that cannot meet the pre-school enrollment demand, 125 preschoolers from this area have been relocated from Slavens and three other surrounding schools and centralized at the Center for Early Education at Knight (CEE). The CEE was specifically created to accommodate the early childhood education programs because of overcrowding at the neighborhood schools. The separate facility can create transportation challenges for families with more than one child in elementary school.

The student population in the entire Southeast Region has experienced a great deal of growth over the past several years and is estimated to continue growing another 11.91% by the 2015-16 school year. As a result there are seven schools experiencing immediate and excessive growth; these schools will continue to experience growth that will strain the facilities and their ability to properly provide the educational environment for learning. The optimal capacity utilization historically targeted has been 85%.

Seven Schools in the Immediate Area Affected by Overcrowding:

School: Slavens K-8
APC: 426
09-10 Enrollment: 509
Difference APC and Enrollment: (83)
% Capacity: 119.8%

School: Southmoor ES
APC: 377
09-10 Enrollment: 468
Difference APC and Enrollment: (91)
% Capacity: 124.1%

School: Samuels ES
APC: 584

09-10 Enrollment: 597
Difference APC and Enrollment: (13)
% Capacity: 102.2%

School: University Park ES
APC: 434
09-10 Enrollment: 481
Difference APC and Enrollment: (47)
% Capacity: 110.8%

School: Asbury ES
APC: 324
09-10 Enrollment: 330
Difference APC and Enrollment: (6)
% Capacity: 101.9%

School: Holm ES
APC: 524
09-10 Enrollment: 530
Difference APC and Enrollment: (6)
% Capacity: 101.1%

School: Bradley ES
APC: 504
09-10 Enrollment: 503
Difference APC and Enrollment: 1
% Capacity: 99.8%

Total APC of the Seven Schools: 3173
Total Enrollment of the Seven Schools: 3418
Difference APC and Enrollment: (245)
Ave. % Capacity for the Seven Schools: 107.7%

Because of this overcrowding, Southmoor and Samuels currently have 1 modular classroom each, and will be receiving another modular in the coming school year.

Students have been redistributed between different facilities throughout the Southeast Region in an attempt to alleviate overcrowding; because all seven facilities are near, at, or exceeding capacity, overcrowding will remain an issue into the foreseeable future.

Proposed Solution to Address the Deficiencies Listed Above:

The current health and safety deficiencies identified confirm that the facility must be replaced. In most cases the identified condition deficiencies are integral to the original facility, and repair or replacement is not feasible without significant costs of demolition and re-construction.

DPS's Solution: Provide a new, LEED Gold 825 student Replacement E-8 School, built on the existing Slavens campus, to replace the existing 426-student Slavens School.

A new Slavens E-8 is the first step in the Master Plan to alleviate the current and projected overcrowding in the area encompassing the seven schools, and to replace schools identified by the CDE Assessment as having excessive Condition and Suitability costs. All seven schools will benefit from a new Slavens E-8 Replacement Facility as redistribution of students can occur without major changes in boundaries, transportation, and educational programs. The new Slavens will allow many preschool students currently housed elsewhere will return back to their neighborhood schools.

The Slavens site is the only Southeast Denver site in the area large enough to build a new school while maintaining an existing school on the same site. Upon completion of the replacement school, students from the original Slavens and surrounding overcrowded schools will be able to enroll in the new Slavens replacement school.

Beyond the new Slavens project, the far Southeast portion of the SE Region is experiencing the most critical overcrowding. Again, over the next five years, DPS must create an additional 1200 E-8 seats. Replacement (larger, more energy efficient, more suitable) schools are part of the District's overall master plan. Where possible, replacement schools will occur at existing sites in the Region. In addition to the existing occupied sites, the District will seek to purchase land under the current bond for a new Elementary or E-8 facility in the area. In order to accommodate growth in the short term, the District must look at additions and modification to existing facilities, however, most facilities experiencing overcrowding are sited on limited property area and additions to the existing buildings are not physically possible without reducing play fields, play grounds, and parking areas. DPS reviewed existing facilities to determine if additions, remodels, or re-allocations can be made to help relieve overcrowding. To solve our short-term needs, programs have been shifted from one school to another, partial boundaries re-drawn, and modular classrooms were added. Transportation issues were also evaluated.

Some students will be housed in the original Slavens building as a transition facility until an additional new replacement school is completed. This transition period will be for one to two years only to relieve overcrowding until an additional new SE school can be constructed. Upon completion of the new SE school, the students will be relocated out of old Slavens and the original Slavens will be demolished. In the longer term, additional outdated and overcapacity facilities will require significant modification and/or replacement.

A Slavens replacement facility will significantly reduce operating costs by replacing the outdated and undersized existing facility with a new, more energy-efficient facility. A new facility will eliminate the physical condition deficiencies present in the existing building and allow DPS to spend badly stretched financial resources on other facilities in need. The current overcrowding will be remediated by the increase in the number of available seats.

Evaluations show that it is more cost effective to completely replace the existing facility with a new facility. This has been determined through evaluation of the physical limitations, size and characteristics, physical condition, suitability, analyses performed on replacement vs. remodel/additions, educational adequacy, age, condition, operating costs, and site limitations for additions, etc. Overcrowded facilities were also evaluated for future growth projections, capability of the site and building to accommodate additions and/or remodeling, optional replacement facilities, re-drawing of boundaries to alleviate overcrowding, and relocation of programs such as early childhood education and other programs.

The newly redesigned Slavens site will provide sufficient on-site parking, parent drop-off and pick-up and bus loop.

The replacement facility will comply with the CDE Construction Standards in addition to DPS Design and Construction Standards to achieve LEED Gold or CO-CHPS equivalent.

Grant Funding is requested for the Construction Phase. Due to the favorable economy, DPS has experienced savings from the current bond program. The 48% matching funds are committed and have been reserved from current bond savings to cover our percentage of the cost of the work.

In addition to our 48% match, DPS will fund the design, asbestos abatement, and old Slavens demolition from bond funding, plus \$2,008,000 of existing Bond funds that were to have been used on projects at the old Slavens School.

How Urgent is this Project:

The identified Health and Safety issues must be addressed immediately to avoid eventual failure of the systems. With the current and projected overcrowding situation in the Southeast Region, and at Slavens in particular, 3,418 area students are, or will be, affected positively by this replacement facility. DPS is committed to provide desirable educational programs at each of its neighborhood schools, but at this time, DPS is not able to maintain these programs.

DPS is unable to provide full funding for the replacement school because all current Capital Reserve Fund and Bond funds are assigned to other projects committed to the voters at the 2008 election. Current Bond projects associated with overcrowding include the new Green Valley Ranch E-12 Campus in Far Northeast, the new Stapleton 3 K-8 in Northeast, and expansion of existing facilities in the Far Northeast.

If Slavens is not replaced in the near future, the deficiencies identified under the CDE and DPS assessments will continue to create high costs for maintenance and operation. Significant funding for replacement of deficient systems will be delayed to future funding resources and delay needed work at other facilities.

Unless DPS receives this Grant, all seven schools in the area will be negatively impacted with continued overcrowding. The parents in these communities will be forced to enroll their children outside their immediate neighborhoods and boundaries. The District will need to provide modular classrooms or spend funds on undersized additions, which will not solve the overcrowding issues nor alleviate the physical problems (and maintenance, repair and operations costs) associated with the buildings. Energy savings that would come with a new High Performing Certification Program school will not be realized. Without replacement, students in the area may opt for alternative education, leave the district, or elect to travel to other schools. Replacement of Slavens will support the District's mission to make available badly needed seats to students that are currently in less desirable and lower performing schools.

What is the Cost Associated with this Project:

\$17,538,898

How Does this Project Conform with the Construction Guidelines:

Existing Slavens E-8 School:

In general, the existing facility is in conformance with the CDE Construction Standards with the exception of:

- 3.7. The facility is not equipped with keycard or keypad building access.
- 3.9. The Administration Area is located adjacent to the main building entrance, but visual monitoring is currently deficient.
- 3.11. Current Mechanical system is not in compliance with ASHRAE 55 for ventilation and relative humidity.
- 3.12. Not in compliance with ventilation requirements.
- 3.17. Non-Compliance with ADA: Site ramp, curb cut and handrails. Interior signage, restroom fixture and accessories deficiencies.
- 3.18. No on-site student drop-off and pick-up. Pick-up and Drop-off occurs on the public street.
- 4.6. Emergency backup power source not provided.
- 4.8. Facility is over capacity. Two modular buildings are under consideration to alleviate overcrowding. Currently no potential for expansion.
- 4.10.2. Some preschool and kindergarten programs are held in undersized rooms because of overcapacity.
- 5.1. Does not meet most conditions of High Performance Design.
- 5.1.5. Inadequate parking.
- 5.1.8. High energy costs
- 5.1.9. Existing facility does not provide for passive solar techniques.
- 5.1.17. Existing mechanical system is inefficient.
- 5.1.18. Existing facility has single pane window glazing.
- 5.1.21. Traditional Built-up Roofing System.

5.1.22. □ Inadequate insulation in walls and roofs.

Replacement Slavens E-8 School:

DPS will meet or exceed the relevant sections of the CDE Construction Standards. The replacement facility will comply with the CDE Construction Standards in addition to DPS Design and Construction Standards to achieve LEED Gold or CO-CHPS equivalent. The CDE Standards will be compared to DPS Design and Construction Standards and the most restrictive will be applied.

Some components that may be incorporated to assist the District in meeting, and possibly exceeding, these requirements are:

- High-efficiency Condensing Boilers
- Variable Speed Drive Fans
- Digitally Controlled Remote Monitoring of Facility Energy Use
- High-Efficient Lighting and Lighting Control Systems
- High-reflective Roofing Systems
- Encouraging Bicycle Use and the Use of Public Transportation in Lieu of Driving
- Reduce the Heat Island Effect on the Site and Roof
- Use Water Efficient Landscaping
- Water Use Reduction Inside the Facility with Water Efficient Fixtures
- Commissioning of the Building Systems
- Using Recycled Content in Building Materials
- Utilizing Low VOC Emitting Materials
- Incorporating Daylighting into the Classrooms and Core Functions of the Building
- High-Efficient Building Envelope with Sun-Shading Control at Windows
- Enhancing Acoustical Performance in the Classrooms
- Utilizing the School as a Teaching Tool for Teachers and Students

How does the Applicant plan to Maintain this Project if it is Awarded:

Plan for Maintaining the Project Once Completed:

District-wide basic maintenance programs are on-going throughout the District on a case-by-case basis which keeps up on maintenance such as repairing general damage and deterioration, i.e. plumbing and light fixtures, power, data, hardware, doors, etc.

Daily checks are performed by individual building Facility Managers on capital equipment such as boilers, temperature control status, compressors, playground equipment, etc. Minor repairs are performed at the schools by the Facility Manager on a case by case basis. The on-site facility managers are responsible for minor maintenance tasks to include but are not limited to items such as filter changes on HVAC units, oiling and greasing motors, belt replacement on HVAC and exhaust units, air compressor maintenance, door hardware, locks, lockers, window repair, plumbing (fixtures, faucets, and lawn sprinklers, etc), electrical (switches, outlets, ballasts, cord caps, etc), painting and minor indoor and outdoor equipment repair.

The District utilizes in-house personnel and equipment for outdoor maintenance of lawns, pest control, general yard service, and snow removal. Outside services are contracted for weed control and fertilization.

The District also operates an after-hours central call center for demand and emergency calls manned 24/7.

How the life of the project will be maintained:

DPS has an established district-wide Preventive Maintenance plan. This plan includes dedicated trained personnel assigned to review building systems on a regular basis.

All facilities are on Preventive Maintenance scheduled cycles for building systems two to three times per year. This Maintenance includes major systems such as roofing, boilers, chillers, cooling towers, ventilation equipment, etc. During these scheduled cycles filters, belts, and gaskets are checked, and cleaning, adjustment or replacement is performed as necessary. Annual Start-ups and Shut-downs are performed on major systems.

The District's preventive maintenance program tracks the life and deterioration of a particular system; each asset is assigned a useful life and the asset is monitored through scheduled site visits by the preventive maintenance teams. Systems are in place to soon be able to update the assets' condition as appropriate based on the condition recorded during the scheduled site visits.

The District incorporates a district-wide, centrally monitored building automation tracking system to identify trends, predict potential problems based on trending, and track alarms. Water-quality control is also monitored and treated as required.

The District also operates an after-hours central call center for demand and emergency calls manned 24/7.

How an appropriate amount of funding will be budgeted for maintenance and replacement:

A maintenance budget is set aside yearly to cover on-going maintenance and upkeep. Unanticipated system failures are covered under emergency funds appropriated on an as-needed basis.

All components in the District are identified as assets. This includes the facility itself, as well as items within the facility or on the facility's site. It includes all infrastructure, such as, but not limited to, boilers, roofs, windows, sidewalks, parking lots, play equipment, carpeting, lighting,

ventilation systems, etc.

The District's maintenance funds are a part of the Capital Reserve Funding, which is allotted throughout the District based on repair or replacement of highly critical identified deficiencies, which may cover all aspects of a facility depending on which deficiencies have been identified. A set amount of funds are set aside for the Preventive Maintenance program, which helps maintain facilities in operating condition.

Because of the on-going costs of maintaining facilities throughout the District, large amounts of funding cannot be set aside for facility replacement. On-going maintenance of systems is typically covered by Capital Reserve Funding, but major systems may require repair and/or replacement under General Obligation Construction Bonds because the typically high dollar value cannot be covered under yearly funding without adversely affecting other facilities in the District. The value listed for maintaining the facility is the average estimated annual cost of maintaining the new facility.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$156,000

CDE Comments:

THE DISTRICT IS LOOKING TO DEMOLISH A 1958 BUILDING. UNDER REVIEW WITH COLORADO HISTORICAL SOCIETY.

Funded FTE Count:	66,137	Bonded Debt Approved:	\$764,800,000
Assessed Valuation:	\$10,186,126,917.00	Year Bonded Election Approved:	2003, 2008
PPAV:	\$154,015.56	Bonded Debt Failed:	
Bonded Debt:	\$1,287,437,092.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$2,037,225,383.40	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	63.20%	Median Household Income:**	\$24,101.00
Bond Capital Remaining:	\$749,788,291.40	Free or Reduced Lunch %:	66.50%
Existing Bond Mill Levy:	6.193	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$9,576,238.00	Affected Sq Ft:	100,000
Current Project Match:	\$8,839,604.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$18,415,842.00	CDE Minimum Match Percent:	48
Previous Grant Awards:	\$0.00	Actual Match Provided:	48
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	75.53%
Future Matches:	\$0.00	CFI:	127.00%
Total for all Phases:	\$17,538,898.00	Inflation:	3
Cost Per Sq Ft:	\$175.00		
Cost Per Pupil:	\$21,259.00	Davis- Bacon Wage Requirement:	\$3,255,000

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

North Routt Charter School – NRCCS Campus

Number of Buildings:	2
All or Portion built by WPA:	
Gross Area (SF):	4,061
Replacement Value:	\$1,031,085
Condition Budget:	\$380,547
Total FCI:	36.91%
Energy Budget:	\$0
Suitability Budget:	\$844,500
Total RSLI:	27%
Total CFI:	119%
Condition Score:	3.15
Energy Score: (20%)	3.35
Suitability Score: (40%)	1.44
School Score:	2.51



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: NORTH ROUNTT CHARTER SCHOOL

Project Rank: 0.54

County: ROUNTT

Applicant Priority #: 1

Project Title: SUPPLEMENTAL New K-8 Campus

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Organization Background

North Rountt Community Charter School was founded in 2000 by a group of parents and community members in the North Rountt area. The purpose of the Charter School is to serve children kindergarten to eighth grade. This group of parents and community members were concerned about the unsafe, often icy and long commute to Steamboat Springs by bus on narrow mountain roads and embraced a strong sentiment that children should be educated in a community based school. In 2004 NRCCS went through a restructure. From 2004 the school has grown dramatically from 22 to 66 in 2009. Classroom space has been added to the site by remodeling a barn and a yurt to accommodate growth. We continue to grow at a rate of approximately 10 students per year. Student performance on state testing (CSAP) is strong, and NRCCS students perform equal to or better than similar students in the surrounding area.

Community

North Rountt is a unique community, only 23 miles north of Steamboat Springs (a fairly affluent community) the population that NRCCS serves consists of low to moderate, two income families that work in Steamboat and reside in North Rountt because of lower housing costs. The only school in North Rountt we are compelled to accommodate the needs of the families in this area, providing their children with a quality and equal education opportunity. Up to this point NRCCS has been able to admit all students wishing to attend; However, NRCCS operates under a special use permit and allows only 75 people on the current site, that quota was met fall 2009, 66 students and 9 staff. Currently NRCCS carries a waiting list of 17 students wishing to attend Fall 2010.

EDUCATIONAL PROGRAMMING

NRCCS is an Expeditionary Learning Outward Bound School and our structure is multiage classrooms with multi sensory programming that is highly student participatory. As part of our programming we also have an Outdoor Education Program that takes place most Fridays throughout the year. The purpose of the Outdoor Education Program is to develop lifelong skills for health and well-being and an appreciation for and conservation of the environment. NRCCS has developed three organized units to accomplish this mission, Hiking, Biking and Cross Country Skiing. NRCCS also offers before school care, after school activities and an optional full day kindergarten.

REASONS FOR PURSUING A BEST GRANT

NRCCS is pursuing BEST funding to build a new 12,656 square foot school with a capacity of 90-100 students. The new school will provide classroom space that will enhance our multi-age and Expeditionary Learning academic structure. Our current campus consists of three separate buildings with actual classroom space at 32 sq. ft per student, limiting our educational programming. The buildings were built in 1920 with the exception of a yurt placed on campus in 2006. There are many safety, security and space issues. The buildings are not energy efficiency; lack an adequate nursing area, lunchroom and activity space for students in inclement weather. The proposed project will allow NRCCS to continue to meet the educational and community needs of a growing North Rountt Community. The project has been value engineered and is projected at an exceptionally reasonable cost due to the current economy. The NRCCS staff and the North Rountt community have already invested time, talent and money into this project. However, with a national economic crisis looming, state funding decreasing, expanding enrollment needs and limited financial resources NRCCS will be unable to attain the full funding for this project without the help of BEST funds. Our objectives of safety, security and space needs will not be accomplished putting the children, staff and many citizens who use the building at risk. Financially we will lose a DOLA grant of \$500,000, a GATES grant of \$200,000 a \$100,000 contribution from Steamboat Springs plus \$251,000 dollars in funding raised by this community.

Issue: School Replacement

Deficiencies Associated with this Issue:

Existing Conditions

The present school site in Clark, CO is housed on a Rountt County historical site, in the original Clark school building built in 1920. The site consists of the original school which is two stories and 2,400 sq. ft., the stable, 680 sq. ft. and a yurt, 702 sq. ft. for a total school space of 3,782 sq. ft., however only 2130 sq. ft is usable for classroom space, 32 sq. ft per student. Three other small out buildings on the site are not usable as classrooms due to size or safety issues.

Buildings

- Shedding snow from the roof falls on to the entry walkway.
- Inadequate electrical capacity for technology.
- Energy inefficient, large electric and propane bills.
- Lack of the proper number of bathrooms- 4 bathrooms, which includes one ADA compliant. The Yurt does not contain a bathroom student must walk to another building.
- No Central Communication System

Educational Program

- Limited classroom space approximately 32 sq. ft. per student
- Inadequate space for current educational programming, Expeditionary Learning and Multiage Classrooms.
- No indoor activity area when there is inclement weather.
- No designated lunchroom, students eat outside or in classrooms at desks.
- No office or workspace for teachers.
- No Nurses Area
- Shared administrative office space.
- No storage space for students' coats and personal items.

Financial

- Leased Property
- Yearly cost of \$31,800 – difficult to accommodate limited budget.

The site is approximately one acre in size and presents challenges:

- Restricted septic system capacity, approved for 75 people
- Insufficient parking.
- Deficient parent pick up and drop off zone posing safety issues.
- Ice and snow build up on sidewalks.
- Small lakes in the spring with snow melt due to insufficient drainage.
- Limited playground facilities and space.
- Difficult to secure due to the number of buildings on campus.

Clearly our current site is unsafe and inadequate in many ways.

Proposed Solution to Address the Deficiencies Listed Above:

Proposed Project

The funds requested are for phase one of a three phase projected master plan, which will be built as population increases and space is required. Phase I is a 12,656 square foot structure that will be built LEED Gold and will serve as educational and community space. This new structure will provide:

Building

- Covered entry way and walkways
- Energy efficiency with the use of passive solar, entran heat, wood pellet burning boilers, low energy lighting, low water usage plumbing fixtures.
- Adequate bathroom facilities, central boys and girls restrooms and separate bathrooms for staff, kindergarten and nurses area.
- Central Communication System
- Secured entry way.
- Building will accommodate approximately 90-100 students at 56 sq. ft. of classroom space compared to 32 sq. ft. at present.

Educational Programs

- Six 28 X 30 ft. classrooms to accommodate 15 students per classroom at 56 sq. ft. per student which will accommodate our educational programming of Expeditionary Learning and Multiage classrooms.
- Teacher work area: 14 X 13 ft.
- Administration office and meeting area: 27 X 28 ft., which contains two offices and a conference room.
- Nurse's Office and care area: 14 X 13 ft.
- Kitchen facility with two refrigerators, stove, dishwasher and three microwaves this space will be use for warming student lunches and accommodate community gatherings after hours.
- Student lockers and storage areas for outdoor gear, skis, bicycles in accordance with our educational programming.
- A large common area: 36 X 38 ft. that will serve several purposes, meeting room, lunch area, activity area and community space.
- Expanded technology in each classroom, computers, televisions, telephones, each classroom will be wired to accommodate 3-4 computers, television and will have an intercom or communication system.

Financial

- The property is leased for \$1000 per year.
- No monthly lease payment releasing \$31,500 back into operating budget.

The new site has been donated to NRCCS by a community member, has been plated and approved through Routt County Planning. There are approximately 8 acres on this new site providing space for:

- Expanded play areas immediately and sports fields.
- Classroom designed and managed gardens.
- Sufficient parking.
- Adequate parent pick up and drop area.
- Increased security - one keycard or keypad main entrance and visual supervision from central office.

How Urgent is this Project:

Urgency for project funding:

If the project is not funded NRCCS would not be financially able to build this building and several dire consequences would occur. First we would have to restrict enrollment to 65 students, thus unable to meet the continuing need for educational services in a growing North Routt community and second NRCCS would lose a \$500,000 Department of Local Affairs (DOLA), energy Impact Grant, a Gates Challenge Grant for \$200,000 and \$100,000 from the Steamboat Springs School District Capital Construction Fund.

Financial:

- A Department of Local Affairs, Energy Impact Grant that was received for \$500,000, a Gates grant of \$200,000 as well as \$100,000 from Steamboat Springs School District will be forfeit.
- NRCCS would continue to pay a lease payment of \$31,500 per year.

Building:

- Walkways would continue to be unsafe due to falling snow.
- Technology would not be able to be expanded for our students.
- High energy bills will continue.
- Limited restrooms.
- No Central Communication System that would increase security.

Educational Program:

- All classroom space would continue at 32 sq. ft. per child.
- The Expeditionary Learning and Multiage educational programming would not be maximized if proper space were available.
- Students will continue to eat lunch at desks.
- No indoor activity area available in inclement weather.
- Limited work space, administration space.
- No increased storage for outdoor adventure gear.
- No designated Nursing Area.

Site:

- Septic and special use permit will limit NRCCS to 75 people
- Adequate Parking will continue to be a problem
- Safety issues for parent pick up and drop will continue to be problematic.
- Limited space and play area.
- Inadequate security.

What is the Cost Associated with this Project:

\$3,793,657

How Does this Project Conform with the Construction Guidelines:

PLEASE FIND THIS DOCUMENT AS AN ATTACHMENT WITH FORMAT IN TACT

CDE Construction Guidelines NRCCS Current Facilities NRCCS Proposed New Construction

YES NO YES NO

Safety

Sound Building Structural Systems but old and not energy or environment efficient

Weather-Tight Roof

Continuous Unobstructed Path

Potable Water Source

A Building Fire Alarm and duress notification

Safely Manage Hazardous Materials

Closed circuit video and keycard or keypad

Intercom

Main Entrance Monitoring

Safe and Secure Electrical System

Safe and Efficient Mechanical System

Mechanical HVAC Systems

Sanitary School Facility

Food Preparation

Safe Laboratories and Shops None Phase II

Separate Emergency Care Room

ADA Compliant PARTIAL

Adequate Pedestrian and Vehicular Traffic Zones

Safe and Secure Outdoor Facilities

MINIMUM

School /Facility Programming

High quality, durable easily maintained materials and finishes

Facility adequately accommodates for Cap4K, NCLB MINIMUM

Embedded Technology in classrooms

Administrative TechnologyXX
Administration School Management SoftwarePARTIALX
Emergency Power Back upXX
School site meets recommended school facility size guidelinesXX
Potential for Expansion
XX

CDE Construction GuidelinesNRCCS Current FacilitiesNRCCS Proposed New Construction
YESNOYESNO

Elementary Schools PK-5

PlayfieldsXX

PlaygroundXX

GardensXX

Separate bathrooms for prek/kindXX

Special Programs Room

SHAREDX

Classroom Space

•Maximum 25 studentsX*X

•35 sq. ft. per studentX*X

•600 sq. ft.X*X

•Natural LightXX

•Well VentilatedXX

•Technology infrastructureXX

•Storage to support intended ed. programXX

Band / VocalX**X

Library / MediaPHASE II

Art Room**X

Computer Lab or workstationsXX

Commercial KitchenXPHASE II

Cafeteria / Multipurpose RoomX

Small GymX

Administration officesSHAREDX

Nursing AreaXX

Conference RoomXX

ReceptionXX

Separate Staff Bathrooms

XX

Middle School 6-8

(additional guidelines)

Beginning Shop AreaXPhase II

Performing Arts RoomX Phase II

Weight Training RoomX??

GymnasiumX??

Men and Women's Locker RoomsX??

*Our classrooms are designed for 15 due to the nature of our educational programming, Expeditionary Learning and Multiage. Both programs require more per student square footage to maximize student success for differentiated instruction and in depth projects. Each classroom will be approximately 28 X 30 at 840 sq. ft., 56 sq. ft.

**Art areas will be developed in each classroom space and music will be taught in classroom space as needed.

How does the Applicant plan to Maintain this Project if it is Awarded:

North Routt Community Charter School
Capital Renewal and Maintenance Plan

A plan will be set based on the life span of the major building systems such as roof, mechanical, general maintenance including but not limited to doors, windows, painting, flooring etc. and grounds maintenance. The prices will be calculated according to current replacement costs plus inflation of 2%. In addition to the maintenance plan, rules and regulations will be implemented and enforced for community organizations utilizing the school after hours. Once the capital project is complete NRCCS will develop a yearly general maintenance budget for normal repairs and maintenance and a capital renewal budget for major capital components (roof, windows, doors etc.) based on the life span of each building system utilized in the new structure.

The general maintenance budget will be covered in the yearly operating budget. The Capital Renewal budget will be funded by two tiers of financial planning; tier one will place the Capital Reserve Funding that is allocated yearly to Charter Schools, into the Capital Renewal Plan. Currently these moneys are being used to pay our lease payment, which will no longer exist in the new building. Tier two will be the development of a North Routt Community Foundation.

The current amount for Capital Reserve Funding is \$99.00 per student. The amount transferred will increase with student enrollment. For example, the following is based on 50% of documented annual enrollment over the last five years, typical growth is 10 students per year.

Year One 75 students @ \$99⁰⁰ \$7425⁰⁰

Year Two 80 students @ \$99⁰⁰ \$7920⁰⁰

The Capital Reserve Funding amount will increase as our student population grows. At the above rate NRCCS enrollment will be at 90 students by year four and the amount placed in the Capital Renewal Plan will be \$8910 per year. Over the course of twenty years, about the time in which most major building system warranties expire, NRCCS will have put away in the Capital Renewal Fund approximately \$178,200. Due to circumstances beyond our control these funds may no longer exist, therefore tier two will be available.

Tier two will be the development of The North Routt Community Foundation that will be set up to maintain the Capital Renewal needs of the school and community center. The money profited from the sale of the current building will seed the foundation. Our benefactors Elk River Eagles LLC only ask for the loan currently held for the building paid in full and have graciously allowed NRCCS to retain any money over and above that amount.

NRCCS strongly believes that these two tiers of financial support will adequately support the Capital Renewal Plan well into the future.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$8910

CDE Comments:

THE APPLICANT HAS MET THE THREE MONTH NOTIFICATION AND HAS BEEN CHARTERED FOR MORE THAN FIVE YEARS AS REQUIRED IN STATUTE. THIS PROJECT WILL NEED TO COMPLY WITH THE HPCP. THEY HAVE PROVIDED A LEED CHECKLIST AND HAVE DEMONSTRATED THEY CAN MEET A LEED GOLD CERTIFICATION ON THEIR PROJECT. STEAMBOAT SPRINGS SCHOOL DISTRICT SUPPORTS THIS PROJECT AND HAS PROVIDED SOME OF THE MATCH.

Funded FTE Count:	57	Bonded Debt Approved:	
Assessed Valuation:		Year Bonded Election Approved:	N/A
PPAV:		Bonded Debt Failed:	
Bonded Debt:		Year Bond Election Failed:	N/A
Total Bonding Capacity:		2009 Bond Election Results:	N/A
% of Bonding Capacity Used:		Median Household Income:**	
Bond Capital Remaining:		Free or Reduced Lunch %:	0.00%
Existing Bond Mill Levy:		State Financial Watch:	No
Who Owns the Facility:	3rd Party	Charter School Fund Balance:	(\$115,363)
If it's a 3rd Party Explain:	Elk River Eagles, LLC own the building we lease from them.	Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			The current structure is owned by Elk River Eagles, LLC. NRCCS leases the building. When we relocate, the building will be sold, loan will be paid and Elk River Eagles have graciously allowed NRCCS to keep any profit made from the sale of the building above the loan amount.

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$3,186,671.00	Affected Sq Ft:	3,782
Current Project Match:	\$796,667.00	Master Plan Complete:	No
Current Total Project Cost:	\$3,983,339.00	CDE Minimum Match Percent:	35
Previous Grant Awards:	\$0.00	Actual Match Provided:	20
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	36.91%
Future Matches:	\$0.00	CFI:	119.00%
Total for all Phases:	\$3,793,657.00	Inflation:	0
Cost Per Sq Ft:	\$299.00		
Cost Per Pupil:	\$37,936.00	Davis- Bacon Wage Requirement:	\$40,000

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Salida R-32 - Salida High School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	130,000
Replacement Value:	\$36,054,088
Condition Budget:	\$26,980,374
Total FCI:	74.83%
Energy Budget:	\$0
Suitability Budget:	\$13,263,300
Total RSLI:	1%
Total CFI:	112%
Condition Score: (60%)	1.26
Energy Score: (0%)	3.85
Suitability Score: (40%)	3.21
School Score:	TBD



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: SALIDA R-32

Project Rank: 0.52

County: CHAFFEE

Applicant Priority #: 1

Project Title: HS Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The original high school building was built in 1922 and is still being used by the school district as a portion of the current high school. Over the years, numerous expansions and additions have been made to the facility. As a result, much of the infrastructure is outdated and no longer functional. The majority of the high school facility is heated by an old gas-fired boiler system that circulates heated water throughout the facility. The piping throughout the building is failing. Several sections have been replaced over the years, but the remaining portions are corroded past the point of repair. Recently, a section of this pipe failed due to corrosion. This pipe carries heated water from the boilers to the gym in order to provide the heating source for the gym, locker rooms, and fieldhouse. The pipe was in such poor condition, it could not be patched. The high school was left without heat in this portion of the building. We were forced to "patch" the situation by running pipes over the roof of the adjoining building to get heated water to the gym, locker rooms, and fieldhouse. Many of the existing pneumatic thermostats are no longer functioning, and the classrooms temperatures are controlled by opening and closing windows. As a result, several of the classrooms are not adequately ventilated. After a major portion of the high school was destroyed by fire in the 1960's, the reconstructed facility was designed as an "open concept" facility with exterior sliding doors in all of the ground floor classrooms. In the years following its reconstruction, walls have been added, and the sliding doors have been replaced with exterior walls that have little or no insulation. The current fire alarm system requires the classroom teacher to set off two different alarm mechanisms- one in the classroom and one down the hall. Recent inspections by the state and local fire inspectors have resulted in numerous code violations regarding health and safety. This existing high school has approximately 30 separate exterior doorways, most of which cannot be secured without chains or external locking mechanisms. None of the restrooms in the facility meet current ADA-accessibility requirements. None of the shower and locker room facilities in the gyms are ADA-accessible. The existing automotive shop does not meet current requirements for health and safety. The existing building trades shop does not have adequately ventilated staining area. The art classroom contains a kiln that is not adequately ventilated. The existing kitchen is under-sized and utilizes outdated stoves controlled by continuously burning pilot lights that are not properly ventilated. Due to the piecemeal fashion with which the current high school was constructed, there are exits off the main hallways that require persons entering or exiting the building to traverse steps up and down within a close span to the exit doors. This presents a serious safety concern during emergency evacuation procedures. The CDE facility assessment report indicated that the following systems "need to be replaced": roadways, parking lots, pedestrian paving, site development, landscaping, water supply, sanitary sewer, storm sewer, fuel distribution, electrical distribution, site lighting, site communication and security, basement walls, exterior walls, exterior windows, exterior doors, roof coverings, roof openings, partitions, interior doors, fittings, stair construction, wall finishes, floor finishes, ceiling finishes, plumbing fixtures, domestic water distribution, sanitary waste, rain water drainage, other plumbing systems, energy supply distribution systems, terminal and package units, controls and instrumentation, system testing and balance, other HVAC systems, sprinklers, standpipes, fire protection specialties, electric service, and institutional equipment.

Issue: School Replacement

Deficiencies Associated with this Issue:

The original high school building was built in 1922 and is still being used by the school district as a portion of the current high school. The first floor of the 1922 facility currently houses: the Horizons Exploratory Academy program, a special education self-contained room, some offices, a regular high school classroom, and a distance learning center. The state facility assessment considered this portion of the overall Salida High School facility separately in their final report. For this reason, some deficiencies will be listed separately for the 1922 building and for the remainder of the current high school campus.

Over the years, numerous expansions and additions have been made to the high school facility. As a result, much of the infrastructure is outdated and no longer functional. After a major portion of the high school was destroyed by fire in the 1960's, the reconstructed facility was designed as an "open concept" facility with exterior sliding doors in all of the ground floor classrooms. In the years following its reconstruction, walls have been added, and the sliding doors have been replaced with exterior walls that have no insulation. The existing auditorium was originally the gym for the 1922 high school. The original windows were bricked up and the old gym floor is being used as the stage. The ventilation in the auditorium is inadequate. To get fresh air ventilation during performances, the fire ventilation doors on the roof must be propped open. If it rains, water pours on to the stage through the roof vents. There are no fire suppression sprinkler systems in the high school facility except for the stage area of the auditorium. This auditorium not only serves the entire school system, but it also the only facility in the community that has a seating for around 400 people. This facility as well as the gyms is used by community groups constantly throughout the year.

There is not adequate exterior lighting to provide safe egress from evening functions held at the high school, the auditorium, or the fieldhouse. The sidewalks around the entire facility are uneven and have major cracks. Ice dams form around the fieldhouse roof resulting in a build-up of hazardous icy conditions. There is a large uncontrolled opening into the interior courtyard at the high school that is problematic in terms of securing the building. The fire inspector cited the exterior doors of the high school as a violation because many of them cannot be opened with the minimum required amount of force. Basically several of these doors must be shoved open or closed. The fire inspectors noted several locations throughout the high school where the electrical system is grossly out of compliance. For example in order to provide power for the lighting and sound systems on the stage, an array of extension cords and adaptors must be used. The same issue exists in the library, the instructional technology office/work area, and the auto shop.

The roof on the original high school (circa 1922) was replaced several years ago using funds from the state historical society; therefore, this building cannot be removed. This facility will be used as the permanent location for the school district's alternative high school as well as the district's administrative offices, BOCES offices, and the district's information technology department. The heating and ventilation system in this building is dependent upon the gas-fired boiler system that is currently tied into the existing high school facility. This system will need to be redesigned and updated. All of the restroom facilities need to be brought up to ADA accessibility requirements. The fire alarm system needs to be replaced, and the exterior doors need to be replaced because the existing doors do not close and lock without the use of chains and mechanical locking devices.

The kitchen in the high school is grossly under-sized and ill-equipped. The cafeteria is not large enough to allow us to close the campus for all students. Currently, only ninth and tenth graders are restricted to campus during lunch. Having an open campus for lunch presents additional health and safety concerns because the students race to and from the fast food restaurants during their lunch period. Many of these students do not eat lunch or they choose to eat food that is of questionable nutritional value. There is not enough parking for students and staff on school property, so large numbers of students park on the streets surrounding the school. The majority of the high school students who are picked up by the parents are picked up in the same area as the school buses are loading for the middle school and high school.

The local fire department and the state fire inspector have cited a number of violations in the high school. Just a few of the violations listed in the six-page report dated April 1, 2009 are as follows:

- Exit continuity-exits are not continuous
- Illumination emergency power- lacking or inadequate
- Opening protectives- fire doors inoperable
- Maintenance- lack of fire-resistance-rated construction around wall openings
- Hold-open devices and closers- not functional
- Fireblocking and draftstopping- construction lacking in combustible concealed spaces
- Exits and exit access- not properly marked or illuminated
- Extension cords- multiple violations due to lack of access to permanent wiring and outlets.

Educational Programming:

All of our current science classrooms and laboratories are located on the second floor of the 1960's classroom wing that was re-constructed after the original burned to the ground. This classroom addition was originally designed and built as an "Open Concept" building. The decision to design and build this structure as open concept was driven by anticipated cost savings in design and construction rather than based on the educational programming that was to occur in the facility. The entire wing was built using only one side of the corridor for classrooms. Small office space and storage rooms were built on the other side of the hallway. The school district explored the option of remodeling the facility into a double-sided corridor with classrooms on both sides, but the foundation of this facility will not support that type of construction.

The classrooms on the first floor were all built with sliding glass doors (similar to patio doors) facing the north side of the building. At some point in time, these sliding doors were removed and replaced with windows and fiberboard. There is minimal insulation in the exterior walls of this entire wing. Ventilation for all of the classrooms is by way of opening the aluminum windows or through the school-wide HV system.

Some of the existing windows cannot be opened because the frames of the windows have shifted or gotten broken. The remaining source of fresh air ventilation is typically through two 4x20 inch vents located at the ceiling on the interior wall of the classrooms. The heat source in these classrooms is radiant heat from the floor-level system located at the base of the exterior classroom wall. This radiant system is dependent upon circulating hot water from the boilers located in the basement of the 1922 Kesner building. The students and staff who occupy these rooms report that the rooms are either cold or "stuffy" depending on whether or not there is adequate air flow or heat from the radiant system.

Currently, we teach classes in the library at the high school. The room is located adjacent to the auxiliary gym, the auditorium, and the cafeteria. The noise level and student traffic in this location are not conducive to a learning environment. The library also doubles as a technology lab with approximately 26 computers in it. With the lack of ventilation, this area gets very warm. Generally we prop the exterior door open for some fresh air. The fieldhouse contains our gymnasium, wrestling classroom, weight-lifting room and locker rooms. None of the showers or toilets are handicap accessible in the locker rooms. There is no fresh air ventilation in the wrestling room unless the exterior door is propped open. The only ventilation in the weight room is a household type fan mounted near the ceiling to pull air from the gym.

Health and Safety Concerns:

HSC.1- Fire alarm system is inadequate and requires that the teacher from a laboratory classroom must pull the alarm inside the classroom and then go down the hall and pull a second alarm to alert the rest of the rooms in the area.

HSC.2- Exterior exits cannot be opened using the minimum required force as per fire inspection violations

HSC.3- Exits are not continuous (fire inspection violation)

HSC.4- Illumination emergency power (fire inspection violation)

HSC.5- Openings in walls lack fire-resistance-rated construction (fire inspection violation)

HSC.6- Hold-open devices on fire door not functional (fire inspection violation)

HSC.7- Extension cords used in place of permanent wiring (fire inspection violation)

HSC.8- Fire blocking and draft stopping- construction lacking in combustible concealed spaces (fire inspection violation)

HSC.9- Inadequate fresh air ventilation and heating throughout facility

HSC.10- Inadequate ventilation in wood shop, auto shop, and art (kiln area)

HSC.11- Absence of fire suppression sprinklers in all areas except stage area

HSC.12- Restrooms and locker rooms are not ADA compliant

HSC.13- Fire control roof vents must be propped open to provide fresh air ventilation to auditorium

HSC.14- Several exterior doors cannot be secured without chains and locks

HSC.15- Entrance to courtyard area not secure

HSC.16- Pedestrian, bicycle, automobile, and bus traffic overlap. No separation between bus drop off and student parking

HSC.17- Ceilings in locker rooms and library furnace closet are not fire-rated (State fire inspection report 10/08/09)

HSC.18- Inadequate combustible storage in IT work area (State fire inspection report 10/08/09)

Education suitability concerns:

ED.1- Poor ventilation and heat in the classrooms

ED.2- Insufficient power grid capacity to supply needs for technology

ED.3- Library inadequate to serve our needs

ED.4- Cafeteria too small. Creates scheduling issues and impacts instructional time

ED.5- Kitchen is inadequate. Results in running multiple lunch periods and an open campus

From the facility assessment conducted by the contractor hired by CDE, the following deficiencies were noted:

Horizon Exploratory Academy (1922 original high school attached to current facility): roadways, parking lots, pedestrian paving, site

development, landscaping, water supply, sanitary sewer, storm sewer, fuel distribution, electrical distribution, site lighting, and site communication and security. According to the report, the condition deficiency report for the Horizons portion of the high school complex totaled: \$26,980,374. Also from the state facility assessment report data, the "Main" high school portion's condition deficiency reported totaled: \$24,648,004.

Proposed Solution to Address the Deficiencies Listed Above:

All of the health and safety as well as the educational deficiencies will be addressed in the construction of a new high school. The new facility will meet or exceed all fire and safety code requirements. The school district's architect, Blythe and Company, will meet and exceed all functional or construction standards as specified in the Capital Construction Department's Construction Guide as well as those requirements specified under LEED Gold certification. All of the construction will be done in compliance with all Public School Construction Guidelines, and all design development will be done by licensed architects with appropriate support from licensed professional engineers. All construction will be supervised by an Owner's Representative who is experienced in school construction work in the State of Colorado. All building permits will be secured by the school district, and certificates of occupancy will be issued by the appropriate governing bodies.

How Urgent is this Project:

The local fire department has provided the school district with a six-page document listing health and safety violations regarding the Salida High School. In addition, the state fire inspector provided us with a list of violations on 10/08/09. Although some of the violations have to do with maintenance issues, most of the key violations are structural in nature and cannot be remedied in the short run. The local fire department has indicated a willingness to be patient regarding remediation as long as constructing a new facility is going to happen.

What is the Cost Associated with this Project:

\$37,711,764

How Does this Project Conform with the Construction Guidelines:

Conformity With CDE Construction Guidelines:

The grant application is for a new high school building as a replacement for an existing building. The facility shall be designed and constructed in compliance with the 1 CCR 303(1) Capital Construction Assistance Public Schools Facility Construction Guidelines of the Colorado Department of Education Division of Public School Capital Construction Assistance, as adopted 10-07-09.

The Project will be in overall conformance with the Facility Construction Guidelines with the following notations:

Section 3.9 - There will a separate main entrance to the vocational education area.

Section 3.18.6 - Due site constraints, the kitchen service loading area will be accessed via a parking area drive. However, it will be located away from pedestrian entry access.

Standards:

The following is a listing of the architectural, functional, and construction standards that are to be applied to the Project:

- 2006 International Building Code
- Applicable accessibility requirements under ANSI 2003 A 117.1 with the 2006 International Code
- 2006 International Mechanical Code
- 2006 International Plumbing Code
- 2006 International Fuel Gas Code
- 2006 International Fire Code
- 2006 International Energy Conservation Code
- 2008 National Electrical Code
- Asbestos Certification Requirements/Section 22-43.7-1 09(4)(d)(I)CRS/Section 25-7-504- / CRS and Section 25-7-507 CRS/Asbestos Hazard Emergency Response Act of 1986 and Asbestos School Hazard Abatement Reauthorization Act of 1990
- Standards under the Occupational Safety and Health Act of 1970 (P.L. 91-576), or State and local codes, if they are more stringent, will be observed in the design and construction of the project.

In addition, the Project will be designed and constructed to Leadership in Energy and Environmental Design - LEED For Schools 2009 standards (or version applicable at the time of project registration) as required for LEED certification and a "Gold" rating.

How does the Applicant plan to Maintain this Project if it is Awarded:

The school district will budget funds each year into the capital reserve account to provide adequate reserves for supporting maintenance needs as well as creating a reserve for future roof replacements and contingencies. Our district has maintained a capital reserve fund even when no longer required by CDE because we believe that maintenance of our facilities is critical. The capital renewal budget is established such that there will be an increasing level of contribution to the capital renewal budget as the facilities age. For example in the case of roof replacement based on a 15-year life expectancy, the capital renewal fund contribution schedule such that over the 15-year span sufficient dollars would be set aside to fund the roof replacement.

As part of the maintenance of new and existing facilities, the District will:

1. Develop a facility maintenance plan for preventative maintenance. This will involve routine maintenance of the building from mechanical, electrical, to caulking inspections, roof inspections, exterior wall inspections, inspections of interior walls, ceilings, floors, door/ hardware inspections, testing of fire alarm and intercom systems, , testing of fire suppression systems, etc. Periodic inspections will be performed and reports prepared at intervals appropriate to the faculty component. Some, like mechanical, will require quarterly inspections and adjustments, and others like electrical switchgear would require bi-annual inspections.
2. The plan will also address routine inspection of alternative energy systems built into the building including periodic adjustments to control systems as required to optimize efficient performance.
3. Develop a painting program to repaint/ touch-up the interior and exterior of the building on a ongoing, revolving basis.
4. Do infrared inspections of the building after it is completed and then annually to compare against the completed original structure to identify

changes and maintenance needed.

5. Seek to develop staffing based on the International Facilities Management Association recommendations.

6. As part of the original construction, establish a scope and obtain bidding for the mechanical, electrical, and other appropriate sub-contractors to perform service contracts at regular intervals. District staff personnel person who would oversee these contractors.

7. Any major, non-emergency repairs of mechanical systems or other maintenance affecting school operation would be scheduled over summer breaks.

8. Inspections would be established by a predetermined schedule and would be performed with the goal of establishing 5 year plans for maintenance and repairs. This would help establish budgets for the District well in advance of work occurring, resulting in a planned effort to replace/ repair different items in the buildings rather than performing maintenance in a reactive mode.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$40,000

CDE Comments:

THE FIRE MARSHAL'S LIST OF VIOLATIONS MAY RESULT IN REMEDIAL ACTION SUCH AS CLOSURE OF AREAS IF ACTIONS AREN'T TAKEN TO RESOLVE THESE ISSUES.

Funded FTE Count:	996	Bonded Debt Approved:	
Assessed Valuation:	\$174,311,599.00	Year Bonded Election Approved:	
PPAV:	\$175,099.55	Bonded Debt Failed:	\$25,000,000
Bonded Debt:	\$4,830,000.00	Year Bond Election Failed:	2008
Total Bonding Capacity:	\$34,862,319.80	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	13.85%	Median Household Income:**	\$17,887.00
Bond Capital Remaining:	\$30,032,319.80	Free or Reduced Lunch %:	37.38%
Existing Bond Mill Levy:	3.491	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$16,234,914.00	Affected Sq Ft:	116,498
Current Project Match:	\$23,362,437.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$39,597,352.00	CDE Minimum Match Percent:	58
Previous Grant Awards:	\$0.00	Actual Match Provided:	59
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	74.83%
Future Matches:	\$0.00	CFI:	114.00%
Total for all Phases:	\$37,711,764.00	Inflation:	7
Cost Per Sq Ft:	\$323.00		
Cost Per Pupil:	\$112,237.00	Davis- Bacon Wage Requirement:	\$942,794

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Horizons K-8 Charter School – Horizons Campus (Formerly Burke ES)

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	26,490
Replacement Value:	\$10,129,348
Condition Budget:	\$7,145,007
Total FCI:	70.54%
Energy Budget:	\$0
Suitability Budget:	\$4,081,300
Total RSLI:	6%
Total CFI:	111%
Condition Score:	1.47
Energy Score: (20%)	3.50
Suitability Score: (40%)	2.63
School Score:	2.34



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: HORIZONS K-8 ALTERNATIVE CHARTER SCHOOL

Project Rank: 0.50

County: BOULDER

Applicant Priority #: 1

Project Title: PK-8 School Renovation

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Horizons K-8 School is a nationally recognized, award-winning charter school serving families within the Boulder Valley School District (BVSD) for over a decade. In 2009, the state ranked Horizons among the top 5% of District schools for academic growth and achievement. Our school is a repeat winner of the John Irwin School of Excellence and has been recognized as a Quality School by the William Glasser Foundation. The school's program advocates a unique brand of education celebrating the high value and individual voice of each student, encouraging them to become community/global contributors involved in service learning initiatives both locally and internationally. Horizons has been a UNICEF Emissary School since 2004 and been recognized by the Global Education Fund for exemplary commitment to the world's children. It is also one of the first Eco-Cycle Green Star Schools, working towards Zero Waste since 2005.

In 1996, Horizons K-8 School became a charter school within BVSD and developed a K-8 program in the former Burke Elementary School. The building was originally constructed in 1959 and was initially intended to serve solely as an elementary school facility. In the past half century, there has been no major renovation or redevelopment of the existing facility, other than the reassignment of existing spaces to meet the needs of a K-8 program operating in an elementary school, and the acquisition of three modular trailers currently housing six classrooms. We have been creative in our full utilization of existing spaces, most rooms having been resourcefully enhanced and modified to serve various functions and address the inadequacy of the facility to meet the needs of our K-8 program. While the educational suitability of our facility is clearly deficient, our greatest concern and impetus for applying for a BEST Grant stems from the significant health concerns, safety hazards, and inadequate security evident in our aging facility.

In 2006, voters within BVSD approved a bond benefiting public schools. The initial allocation for Horizons K-8 School was \$2.5 million. However, after a Master Plan was developed by the BVSD-selected SLATERPAULL Architects, it became strikingly clear that funding for our project was grossly inadequate to finance the renovations and additions necessary to ensure our facility would be in compliance with the criteria established in BVSD's Educational Facilities Master Plan. As a result, the Master Plan was divided into Phases 1 and 2 based on logistical practicality rather than urgency of needs. Unfortunately, many deficiencies in health and safety cannot be entirely addressed through Phase 1 and our current inability to fund Phase 2 would place our students at continued risk and disadvantage. Without a BEST award, the completion of our Master Plan would be dependent on the passage of a sizeable future bond, however remote.

Aside from the urgency of our facility needs, our decision to apply for a BEST Grant this year was prompted by the availability of significant matching funds for this project. After BVSD recognized the underfunding of our Bond Project, a District and school-sponsored Bond Surplus Request of an additional \$900,000 was approved by the Citizens' Bond Oversight Committee. Along with a pledge from our school community, the total of our matching funds will be \$3,350,000.

A BEST Grant award would enable our Master Plan to be funded in its entirety allowing our facility to be aligned with the minimum standards of health and safety deemed acceptable by both the District's and State's school facility construction guidelines. The renovations and enhancements to our facility would also address issues of overcrowding and current code violations, while promoting a learning environment more conducive to meeting the educational suitability needs of a K-8 program hampered by an overtaxed and aging facility initially intended for use as an elementary school.

Issue: Addition

Deficiencies Associated with this Issue:

The most significant deficiency that would be addressed through the East Addition and North Addition of our Master Plan is the problem we have with overcrowding and the ensuing health and safety issues that exist with our current attempts to manage this overcrowding. Because our K-8 school is housed in a facility originally intended as an elementary school, we have had to be creative and resourceful in how we utilize our 29,350 square feet to meet the needs of our K-8 program. Thirteen of our 21 academic spaces are at least 30% smaller than classroom size recommendations as outlined by the CDE Public School Facility Construction Guidelines. The following programs operate in insufficient spaces undermining the optimal educational suitability of our facility:

- Two middle school (MS) math and science classes
- Two multi-age 2nd/3rd grade classes
- Two kindergarten classes
- MS Science Program
- K-8 Computer Program
- K-8 Art Program
- K-8 Spanish Program
- K-8 Special Education

- MS Technology Lab
- K-8 Special Programs

Lack of adequate space to support our K-8 program has also meant we have had to forgo resources such as a designated library/information media center, music room, health clinic, and workrooms. While our Master Plan will not address all our overcrowding deficiencies, the addition of 27,000 square feet will be sufficient to elevate our poor Colorado Facility Index score of 110% closer to the State average of 44.8%.

Overcrowding has resulted in many deficiencies, including two classes having to share one classroom, classrooms having to be housed in temporary modular units, and spaces serving multi-purposes, often in a makeshift manner. The numerous health and safety hazards that have resulted from these overcrowding issues will continue to exist unless additional instructional spaces are added to our facility.

In addition to overcrowding, there are other deficiencies our addition would address. Below is a comprehensive list of the most salient deficiencies being addressed through the East Addition and North Addition of our Master Plan.

- Overcrowding has resulted in classrooms being moved to temporary modular units
- Overcrowding has necessitated the sharing of one classroom between two classes
- Overcrowding has compromised our kindergarten program
- Overcrowding has negatively impacted the educational suitability of our program
- Over-programmed demands on our cafetorium/gymnasium pose life safety hazards
- An acute shortage of bathrooms is a health and sanitation hazard
- Aged systems requiring renewal and replacement present life safety hazards
- Insufficient site lighting threatens security
- Inadequate storage adversely impacts the functionality of our facility

1. Overcrowding has resulted in classrooms being moved to temporary modular units.

Overcrowding necessitated the installment of three temporary instructional facilities to house six classrooms. As a K-8 program operating in a former elementary school, we have specific space requirements not being met by our small facility. Fundamentally, we have an inadequate number of classrooms to accommodate the program needs associated with the nine grades of our K-8 student body; the elementary school building was designed for six grades. As a result, six classrooms have been moved into temporary portables: two middle school classrooms, the science lab, the computer lab, the art room, and the Spanish room.

- The square footage of each modular classroom is approximately 650 square feet, well below the District's targeted educational specifications of 850 - 1,400 square feet as noted in the BVSD Educational Specifications for K-8 Schools.
- A large deck serves all of the modular units and is accessed by a metal ramp. The ramp and deck are prone to unsafe conditions during inclement weather and pose a life safety hazard. Each year, several students are injured from falls occurring on the ramps and decks. Students are continually at risk of injury. The wooden deck is slippery in cold or wet weather and splintery even with consistent maintenance.
- There is no covered walkway to shelter students traveling between the modular classrooms and the main building. This leaves our students exposed and vulnerable to the hazards of our unpredictable weather.
- There is no entry vestibule to the main building from the modulars resulting in energy inefficiency.
- There is no bathroom in the vicinity of the modular classrooms. Students must enter the main building to access bathrooms.
- The lack of adjacency of these classrooms to the main building also poses a security threat to students. Lack of sight lines from the classroom to the main building prevent adequate supervision of students traveling back and forth from modulars to the main building.
- There is no electronic door operator for use by our physically challenged students.
- Controls for the electrical and communications systems of the modulars are easily accessible. This makes the units vulnerable to security tampering.
- The door to access the main building must be left unlocked during school hours, compromising security.

2. Overcrowding has necessitated the sharing of one classroom between two classes.

The shortage of classrooms has resulted in 18 classes functioning in 17 classrooms. Two classes share a single classroom that was originally intended to house one kindergarten class.

- This larger classroom is 1200 square feet and allows for a 600 square feet allotment per class. This does not meet the recommended State or District minimum space requirements of 850 sq. ft. for classrooms.
- Fixed equipment is inadequate to serve the needs of a double classroom, i.e. sinks and cabinets.
- This overcrowded classroom is not conducive to an optimal learning environment and teachers are asked to rotate every few years to spread out the inequities and compromises involved in classroom sharing. The noise abatement issues and congested spaces associated with room-sharing can be highly problematic for teachers struggling to administer students' individualized learning plans. For students, room-sharing can have a profound impact on learning potential, particularly for those who respond poorly to excessive stimulation.

3. Overcrowding has compromised our kindergarten program.

Inadequate instructional space has prompted the kindergarten classrooms to be housed in rooms not intended for use as kindergarten classrooms.

- The kindergarten classrooms do not meet the State's Public School Facility Construction Guidelines stated in Section 4.10.2 and are 30% smaller than recommended.
- The existing kindergarten classrooms do not have dedicated bathrooms per CDE guidelines. Bathrooms are not located in an area which can be monitored from the classroom, without taking all students to the bathroom at one time.
- The classroom sink and fixed equipment are not scaled for kindergarten students and the rooms lack storage facilities.
- Existing kindergarten classrooms lack the support space recommended by the BVSD Educational Specifications.

4. Overcrowding has negatively impacted the educational suitability of our program.

a. Science Lab

The current science room received a CDE Assessment Score of "2" as a result of being housed in a modular trailer in a classroom that is 40% smaller than the State's recommended size. Scores are in descending order with "5" being best. The size constraints adversely impact the ability

of science instruction to be adequately delivered. The science room is not centrally located as per CDE Guidelines Section 4.13.6. In addition, the classroom lacks adequate storage for program curriculum, work space, fixed equipment and storage, adequate sinks, and appropriate exhaust capacity and chemistry hood.

b. Computer Lab

The State Assessment gave our computer lab a score of “1” for size and adjacency. The space is cramped and also used to store music equipment.

c. Art Room

The State Assessment gave the art room a score of “1” for size, adjacency, lack of storage, sinks and fixed equipment. The room does not have access to ventilated, locked and fire resistive cabinets. The kiln is in another area of the school. Educational specifications for BVSD recommend the clay kiln be immediately adjacent to the art room with a connecting door and should include a downdraft system. The kiln is housed in a room separate from the art room, located in the main building, in a space which also serves as custodial storage, a literacy support classroom and a space to serve the needs of the federally mandated Response to Intervention (RtI) program. Recent tests performed by BVSD determined the levels of carbon dioxide greatly exceeded acceptable levels; air quality hazards are of critical concern.

d. Library/Information Media Center

Currently, the school has no library or media center. The original school library has been converted into a classroom and several small disjointed spaces, which are used as an applied technology lab for middle school students. To address the compromised access to resources associated with not having a library, each classroom houses developmentally appropriate books in bookcases, further limiting the space available for educational instruction. Cabinets and shelving placed in the school hallways also accommodate books available to students in place of a designated library. This creates a congested area in hallways, which already doubles as work space for teachers and houses makeshift storage cabinets.

e. Special Education And Special Program Rooms

The building lacks professional office space for the school resource staff. There are currently seven staff members who share an office. The literacy program and RtI is offered in the clay room. We pride ourselves on our unique program which offers special needs children the opportunity to thrive in an inclusive academic environment. However, we lack the space to adequately meet their more specialized individual needs.

5. Over-programmed demands on our cafetorium/gymnasium pose life safety hazards.

a. Currently, a multipurpose room serves as an auditorium, a cafeteria and a gym. There is inadequate space for all the programmed activities, and has too many uses programmed for its capacity.

b. The gym is too small by 50% according to the State assessment (47) and lacks equipment. There is no natural light. Ventilation is poor. Because the building lacks a mechanical cooling system, exterior and interior doors need to be propped open when the weather is warm for performances and all school events. The conditions become stifling.

c. The room has poor acoustics and is close to administrative offices and classrooms creating high ambient noise levels.

d. The limitations of the antiquated electrical system create life safety hazards during rehearsals and performances with numerous wires and cables resourcefully positioned around the room to maximize the electrical needs of the over-programmed space. This situation becomes more complicated as equipment and fixtures, including cafeteria tables, must be repositioned and relocated throughout the day, as the room also serves as the school’s cafeteria and gym. Performances and all-school assemblies held on the stage have become increasingly challenging.

e. The stage within the space is inadequate for performances and requires the use of a stage extension that the school constructed. The stage is not ADA compliant.

f. There is very little storage in the gym. Equipment is stored throughout the school – including the school kitchen. Performance arts equipment is stored throughout the building and in an on-site storage shed.

6. An acute shortage of bathrooms is a health and sanitation hazard.

There is an inadequate number of toilet facilities for the number of students in the building as required by code. There are only two sets of girls bathrooms for a total of 7 toilets serving 170 female students. There are two sets of boys bathrooms with a total of 7 toilet facilities serving 154 male students.

7. Aged systems requiring renewal and replacement present life safety hazards

a. The electrical distribution system, original to the building, is antiquated, inadequate, and will require replacement due to age of the equipment and the unavailability of spare parts.

b. The existing main distribution boards and branch circuit panelboards have maximized existing circuits without the ability to add additional branch circuits or panelboard feeders.

c. The aging and overloaded electrical system presents building and life safety concerns.

8. Insufficient site lighting threatens life safety and security

a. Existing site lighting has exceeded its service life and is approaching failure. Parking areas are not lit. The building perimeter is poorly lit. The building entrance is not well lit and needs lights installed in more than 50 percent of areas.

b. Inadequate site lighting poses a life safety and security hazard in post-daylight situations. This directly impacts faculty, staff, students and their families, and visitors leaving school after hours or attending evening school performances, sports events and other activities.

9. Inadequate storage adversely impacts the functionality of our facility

a. Original custodial storage spaces are being used for many purposes. Custodial storage is housed in the several rooms, including the clay kiln room, the tech closet, and the kitchen. Existing custodial storage is insufficient to meet the scope of the custodial storage needs for the building. Many supplies are scattered throughout the building rather than being stored in one secure facility. Cleaning supplies that are hazardous in nature are not adequately stored in secure, ventilated locations.

b. Gym equipment is stored in the kitchen. An administrative office bathroom has been converted into storage for instructional material, including CSAP tests, and doubles as our health/ERT material storage. Technology equipment is scattered throughout the building. Music equipment is stored in the tech lab. These are but a few of the examples of the creative use of space to address the critical shortage of storage throughout the facility.

Proposed Solution to Address the Deficiencies Listed Above:

The East Addition and North Addition will be LEED certified upon completion of our Master Plan.

*In items below, brackets ([]) include references to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303 (1).

1. Solutions to overcrowding:

The movement of students from temporary instructional facilities into permanent facilities is identified as a priority in the BEST Project Ranking Guidelines CRS 22-43.7-109(5). The proposed additions in our Master Plan include the construction of academic spaces that would eliminate the need for temporary modular units. The additions encompassed by our Master Plan include the following:

- Four middle school classrooms, one multi-age 4th/5th grade classroom
- Two kindergarten classrooms
- Computer Lab
- Science Lab
- Art Room
- Library/Informational Media Center
- Special Education/Special Programs rooms and offices

a. Four middle school classrooms, One multi-age 4th/5th grade classroom

The addition of four middle school classrooms and one multi-age classroom for fourth and fifth graders will allow each class to have its own classroom in the North Addition. All classrooms will meet the minimum size requirements for educational suitability.

b. Two kindergarten classrooms

Kindergarten classroom sizes will be 1200 square feet [Section 4.10.2], have dedicated bathrooms, base cabinets and sinks appropriately sized for kindergarten students, will be large enough to accommodate wardrobe changes, and will be easily monitored from the classroom as per BVSD K-8 Educational Specifications for K-8 Schools. The classrooms will be easily accessible to parents for safety considerations during drop-off and pick-up.

c. Computer Lab

A computer lab will be part of the north addition. The space will be larger, more accessible, more functional for instruction, and more easily secured than in the current modular trailer. The space will be large enough to accommodate computer work stations, computer carts, and storage for other curriculum materials. The space will also allow for a teacher presentation station [Section 4.11.6]. The computer lab will be protected to maintain business continuity with emergency power backup, redundant A/C and data backup systems [Section 4.6].

d. Science Room

The North Addition will include a science room in close proximity to the middle school classrooms. The science lab will be built to the recommended specifications identified in the CDE Public School Facility Construction Guidelines and the BVSD Educational Specifications. Particular attention will be centered around building a science lab that promotes safety and creates an environment that is conducive to maximizing science learning. The lab will include a demonstration table, emergency shower/eyewash, wet student work stations, and will be equipped with adequate instrumentation. [Section 4.11.8] The science lab will comply with storage guidelines in CDPHE 6CCR 1010-6 “Rules Governing Schools” [Section 3.15].

e. Art Room

The North Addition will include an art room that will be built in compliance with the BVSD Educational Specifications Guidelines and the CDE’s Public School Facility Construction Guidelines. Specifically, the room will include an adjacent, well-ventilated space for the clay kiln, with an appropriate ventilation system. An appropriate art room sink will be an interior fixture and there will be an allotment for ample and secure storage of chemicals and art supplies [Sections 4.11.12].

f. Library/Informational Media Center

“The Library/Multimedia Center (LMC) should be the heart of the school, providing a flexible space for students, staff, and parents to read, write, meet, and draw” [Section 4.10.9]. The room will be built in accordance with the CDE Public School Facility Construction Guidelines. The space will be designed with high ceilings and exposed structure and materials. The space will have abundant natural light, as well as well-designed artificial task lighting. Window shades will be incorporated to accommodate the use of audio visual equipment requiring darker environments. [Section 4.11.5]

g. Special Education/Special Program Rooms And Offices

The North Addition will house the Special Education, RtI, and Special Programs rooms. The space will contain two offices that will accommodate six staff members. Adjacent to the offices will be two small instructional spaces, each 250 square feet. [Section 4.11.3]

2. Solutions addressing the over-programming demands on our cafeteria/gymnasium and the ensuing life safety hazard:

a. New gymnasium

The new gym will be 7,000 to 8,000 square feet and will include a new toilet group, which will solve the code issue of having too few toilets. The gym will be oriented to utilize day lighting and will be outfitted with an evaporative cooling unit utilizing clerestory ventilation and stack effect. There will be a secure after hours entrance. The gym will include a regulation basketball court, 3 tier bleachers, and adjustable basketball backstops [4.11.17].

b. New stage

A new stage will be built adjacent to the gym and provide a more usable performance space with adequate storage. The area of the stage will be between 900-1,000 square feet. Adjacent to the stage will be a small green/dressing room. Along with prop storage, there will be accommodations for a light and sound board connection. The existing stage will be used for storage and will address the critical storage issues plaguing the school. The new stage will include a performing arts support area to accommodate set design and building; costume design and construction; and storage of sets, props and costumes [Section 4.11.14]. The stage will be raised and include curtains, cyclotron, theatrical lighting, and a sound system [Section 4.11.16].

3. Solutions addressing the health and sanitation hazards associated with an acute shortage of bathrooms in our facility:

Two large new toilet groups will be part of the East Addition adjacent to the gym. . The number of toilets will be adequate to serve the needs of the K-8 student body. All bathroom facilities will meet current building codes and will be outfitted with energy efficient low-flow systems. All bathrooms will be ADA compliant.

4. Solutions addressing the life safety hazards associated with our facility's aging systems:
A new panelboard will be provided in the area of the East Addition to replace the existing panelboard located in this area and in the area of the North Addition. These panelboards will provide power for the new mechanical roof-top unit, unit heaters, unit ventilators, cabinet unit heaters, lighting, and other equipment for this area. Existing branch circuits connected to the existing panelboard will be reconnected to the new panelboard. Surge protectors will be incorporated into the facility as part of the electrical upgrade. A safe and efficient electrical service and distribution system will be designed and installed to meet all applicable State and Federal codes [Section 3.10]. Old inefficient mechanical systems will be replaced with new energy-efficient systems. Controls will monitor the efficiency of the mechanical system and control temperature range of facilities during low/non-use periods and after operating hours [Section 5.1.17].

5. Solutions addressing the life safety and security concerns with the insufficient site lighting of our facility:
Site lighting will be added as defined by the ASTM UNIFORMAT II Classification for Building-Related Sitework (E1557-97), per the CDE Public School Construction Guidelines. Eight site lighting systems will be added and will include site lighting in the parking area, school entries, and perimeter.
Site lighting design, lighting styles and technologies will be used which have minimal impact and minimal contribution to sky glow [Section 5.1.16].

6. Solutions addressing Inadequate storage and its adverse impact on the functionality of our facility:
A small storage room will be built expressly for custodial purposes. In compliance with BVSD Educational Specifications, the room will have a floor mounted sink with wall protection. Cleaning supplies will be stored in approved containers that are ventilated, lockable, and fire resistive [Section 3.15.2]. All new additions will have adequate in-room storage. Converting the current stage to storage will provide significant all-school and grade-level team storage.

NOTES:

1. The soft costs of our Master Plan are reflected in the Cost section of the Additions Solution.
2. We have evaluated the Davis-Bacon requirements and the costs associated with this project would be \$190,945.

How Urgent is this Project:

The BEST Project Ranking Guidelines used by the Division of Capital Construction Assistance identifies the removal of temporary modular units as priority 2.2. Six classrooms, including the middle school science lab, K-8 Art Room, and K-8 Computer Lab, are housed in these compromised and overcrowded facilities. Additionally, thirteen of our academic spaces are at least 30% smaller than the classroom size recommended by the CDE Public School Facility Construction Guidelines. Site lighting, well beyond its expected life and completely absent in the parking lot, was noted as a critical safety and security need in the CDE Final School Assessment Report (16). The aging electrical system is at capacity and "... beyond its expected life and showing signs of deterioration... The system should be replaced" (CDE Final School Assessment Report 28).

What is the Cost Associated with this Project:

\$7,158,437.00

Issue: Renovation

Deficiencies Associated with this Issue:

In the 2010 Final School Assessment, CDE provides a thorough description of numerous health and safety issues associated with our aging facilities. The report highlighted many site and building deficiencies in systems that were "beyond expected life". Our facility received a Condition Score of 1.47 and a Suitability Score of 2.63, with a "1" being the poorest rating and a "5" being the best. While many of these systems received low ratings, not all are being addressed by our Master Plan. In a conscientious effort to contain costs, a community decision was made to address only those areas that were most critical and had the greatest impact on the health, safety, and educational suitability of our program.

The recently published Final School Assessment Report identified our current Facility Condition Index (FCI) score as 70.5%. This FCI indicates our school has one of the three poorest facility conditions in our BVSD and is far worse than the State FCI State average of 30.10%. Even more critical was our Colorado Facility Index (CFI) of 111%. The CFI State average is 44.8%, placing our facility among the 70 public school facilities with the poorest CFI scores in the State.

Below is a comprehensive list of the areas with the most salient deficiencies being addressed through the renovations component of our Master Plan.

- The roof leaks and is approaching critical failure
- Bathrooms are critically insufficient, without ventilation, aging, and non-code compliant
- Over-programming demands on our cafetorium pose life safety hazards
- Overcrowded technology lab undermines educational suitability
- Absence of music room profoundly affects educational suitability
- Critical shortage and overcrowding of administrative spaces profoundly affects administrative suitability
- Absence of a health clinic presents a health hazard
- Unsuitable entry/reception presents a security threat
- Inadequate storage adversely impacts the functionality of our facility
- Absence of facility manager's room is an impediment to optimal facility maintenance
- Absence of fire suppression system is both a code violation and a life safety hazard
- Deteriorating windows are energy inefficient and have exceeded their service life
- Doors are non-code compliant, non-ADA compliant, present a security threat, and promote water infiltration

1. The roof leaks and is approaching critical failure.
 - a. A roof leak was recently discovered over the kitchen. The extent of damage has not been fully investigated. There is visible water damage.
 - b. The roof is approaching the end of its functionality and needs to be replaced. Continuous skylights that served the main portions of the buildings were covered because of prior roof leaks. Remaining skylights require frequent leak repair. The gutter and flashing system at the roof is in poor condition in three locations resulting in damage to the masonry below.
 - c. In terms of the roof covering, the CDE Final School Assessment Report comments that, "The roof is in poor condition. The system age is beyond expected life and showing signs of deterioration... It has a 20-year service life which expired in 1983. The single-ply membrane roof is nearing the end of its service life and should be replaced. In addition, the sections of roof that pitch to the center do not drain properly" (42).
2. Bathrooms are critically insufficient, aging and non-code compliant.
 - a. There are an inadequate number of toilet facilities for the number of students in the building as required by code. There are only two sets of girls' bathrooms for a total of 7 toilets serving 170 female students. There are two sets of boys' bathrooms with a total of 7 toilet facilities serving 154 male students.
 - b. While there have been some renovations within the building, the restrooms have been left largely untouched in the fifty years since the building was constructed. The existing bathrooms do not meet current building codes.
 - c. The existing bathrooms are not ADA compliant. While one girls' toilet was retrofitted to comply as best as possible to acceptable ADA standards, the hardware remains non compliant. This is the only bathroom designated for severe-needs children and is not easily accessible from most areas of the building.
 - d. Ventilation in the bathrooms is of significant concern. One set of bathrooms in the southeast corridor has no ventilation, but does have windows. The other set of bathrooms in the northwest corridor has no ventilation and no windows. The original aging plumbing in the facilities is approaching its service life and will need replacement before failure.
3. Over-programming demands on our cafetorium pose life safety hazards. Deficiencies were articulated in the "Additions – Deficiency" section of this narrative.
4. Overcrowded technology lab undermines educational suitability.
 - a. The current tech lab spaces are too small to allow adequate use by more than a few students at a time. The technology lab is housed in a space originally intended for use as a library. The room was repurposed into smaller rooms that are configured poorly and make it difficult for instructional supervision. The space constraints adversely impact program delivery.
5. Absence of music room profoundly affects educational suitability.
 - a. There is no music room to support the educational music program. Music is offered at the school but is relegated to individual classrooms or the multipurpose room serving as the gym/cafeteria/performance space.
 - b. Music equipment is stored in the computer lab and transported wherever it is needed.
6. Critical shortage and overcrowding of administrative spaces profoundly affects administrative suitability.
 - a. "The Administration spaces are too small and spaces are creatively shared. Ideally there would be offices for the Lead Teacher, Assistant Lead Teacher, the business manager, a reception area and a health clinic" (SLATERPAULL Master Plan).
 - b. The administration area has a minimal reception area within the office. The facility lacks a workroom. A provisional table and copier has been set up in the hallway as a project workspace for faculty and staff. The confined conference room and business office share a space adjoining the administrative offices.
7. Absence of a health clinic presents a health hazard.
 - a. There is currently no health room or clinic in the facility. Children who are ill, injured, or emotionally distressed are cared for in the office, which also serves as a reception area and administrative office space.
 - b. The room is crowded, with no ability to isolate sick children or do any health assessments or observations. There are no cots or other means for a sick child to recline.
 - c. There is no dedicated bathroom adjoining this space.
 - d. The room also lacks secure storage for student medications and space to administer medication or first aid.
 - e. The absence of a clinic is a basic health concern for the school. It is particularly problematic when trying to isolate infectious children. The school is currently unable to adequately meet the emergency health needs of children.
8. Unsuitable entry/reception presents a security threat.
 - a. Security is a high priority. The building lacks clear lines of sight from the administrative office to the entrance. The current configuration does not allow the control of access to the main entrance.
 - b. There is no designated reception area.
9. Inadequate storage adversely impacts the functionality of our facility.
 - a. Storage throughout the facility is abysmally insufficient.
 - b. Makeshift storage areas are scattered throughout the building. Any space that can double as storage is utilized.
 - c. Physical education equipment is stored in the kitchen, custodial storage is housed in the kiln/literacy room, books are stored in the hallways and a converted bathroom, hazardous materials are stored with technology equipment, and classroom storage needs are improvised. The resulting clutter effect has negative suitability impacts.
10. Absence of facility manager's room is an impediment to optimal facility maintenance.
 - a. Currently, the space used as a custodial office is behind the gym in a poorly lit room with inadequate ventilation and no windows. The room is not in close proximity to the custodial storage as recommended by the BVSD Educational Specifications.
11. Absence of a fire suppression system is a code violation, fire hazard, and a life safety hazard.
 - a. The existing facility is non-code compliant. The building currently operates without a fire suppression system. The original construction of the building did not provide for the inclusion of a fire suppression sprinkler system. This is a direct violation of current building codes and is a critical life safety concern for our school.

12. Windows are energy inefficient and have exceeded their service life.
- a. All existing windows in the building were installed during original construction. From the CDE Final School Assessment Report, “Windows and glazing appear in poor condition; some components are damaged. Windows have aluminum frames with single pane glass and inoperable sections” [50].
- b. The system age is beyond expected life and showing signs of deterioration.
13. Doors are non-code compliant, non ADA compliant, present a security threat, and allow water infiltration.
- a. “Exterior doors are beyond their expected life cycle, very worn and in some cases are damaged” [CDE Final School Assessment 50].
- b. Door hardware is not ADA compliant.
- c. Doors are energy inefficient. “Door weather stripping is either damaged beyond effective use or not present. Recommend replacement of the system” [CDE Final School Assessment Report 22]. Efforts to replace weather stripping failed due to the unavailability of replacement parts, the doors are too old.
- d. Chronic water infiltration during wet weather in the courtyard-facing hallway exists as a result of ineffective weather stripping. The resulting standing water is a life safety issue.
- e. “Interior doors, frames and glazing are beyond their expected life. Doors should be replaced because they don't have closers or smoke seals” [CDE Final School Assessment 50].
- f. Recess room exit doors to swing indirection of exit and not obscure path of egress.” [CDE Final School Assessment Report 23]
- g. During a recent lockdown drill, the Boulder Valley Police Department noted that the doors pose a crisis security threat because of their inability to lock from the inside.

Proposed Solution to Address the Deficiencies Listed Above:

*In items below, brackets ([]) include references to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303 (1).

Renovated spaces will be LEED certified upon completion of Master Plan.

1. Solutions addressing the roof's leak and impending critical failure:
- a. Renovations will include the installment of a new weather-tight roof that drains water positively off the roof and discharges the water off and away from the building.
- b. The low-slope roofing will be an Ethylene Propylene Diene Monomer (EPDM) green roofing system. This green roof will reduce heat island effects [Section 5.1.2.1].
- c. The roof will incorporate usage of solar tubes and will be outfitted for the future installment of solar panels.
2. Solutions addressing our facility's critically insufficient number of bathrooms, which are aged and non-code compliant:
- a. All bathrooms will be renovated and be made ADA compliant.
- b. Dated plumbing and sewer systems will be replaced and upsized.
- c. Ventilation issues will be eliminated through the installation of efficient ventilation systems.
3. Solutions addressing the life safety hazards associated with the over-programming demands on our cafetorium:
- a. The renovated multipurpose room will serve solely as a cafeteria.
- b. The space will allow for 212 elementary students at the first seating and 120 middle school students at the second seating.
- c. Ventilation will be addressed and the covered skylights will be exposed to draw in natural daylight.
- d. Renovation of existing space will include repairs to building cracks, caulking of building joints, and tuck-pointing masonry walls to create a tight and well insulated building envelope with a minimum wall thermal value of R-19 and roof thermal value of R-30.
4. Solutions addressing the undermined educational suitability of our overcrowded technology lab:
- a. The tech lab will be renovated to make better use of space. A single large space will replace the smaller compartmentalized rooms. This will allow for easier supervision and instruction.
- b. The lab will have numerous work stations, adequate room for the storage of equipment, and required safety equipment.
5. Solutions addressing the profound affects of not having a music room:
- a. During renovations, one of the middle school classrooms will be repurposed for use as a music room. Attention will be paid to the acoustical treatment of walls and ceiling.
- b. The room will be able to support audio visual aids.
- c. The space will offer lockable storage for equipment.
6. Solutions addressing the profound affects on administrative suitability resulting from the critical shortage and overcrowding of existing administrative spaces:
- In addition to an office for the principal, assistant principal, and business manager, the administrative offices will have space for a conference room and a staff workroom.
7. Solutions addressing the health hazards for not having a health clinic:
- a. A new space for a health clinic will be part of the building renovations. The room will have space for a cot, lockable storage for medications, and additional storage for supplies.
- b. The clinic will be adjacent to the administrative offices to allow for ease of supervision.
- c. A designated bathroom will be adjoining the clinic. A separate emergency care area shall be provided. This room shall have a dedicated bathroom, and shall be used in providing care for persons who are ill, infested with parasites, or suspected of having communicable diseases.
8. Solutions addressing the security threats associated with an unsuitable entry/reception:
- a. During the renovation process, the administrative office will be enlarged and reconfigured for security control of the main entrance. There

will be direct visual lines to the main entry for safety and supervision.

b. The reception area will be large enough to comfortably accommodate 4-5 people at a time in addition to and two desks for staff.
c. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or via a video camera system.

9. Solutions addressing the negative impact on our facility's functionality as a result of inadequate storage:

a. Large storage spaces will be configured in the renovated spaces.
b. Two large storage closets will be adjacent to the renovated cafeteria.
c. The facility plan was developed with special attention to the resourceful use of space for storage purposes.

10. Solutions addressing the absence of a facility manager's room and the ensuing impediment to optimal facility maintenance:

a. The facility manager will have a designated room with a small workspace.
b. The room will have adequate lighting, outlets, and be in close proximity to the custodial storage.

11. Solutions addressing the code violations, fire hazards, and life safety hazards of not having a fire suppression system:

a. The renovated and non-renovated spaces will be retrofitted with a sprinkler system, corresponding building fire alarm, and duress notification system.
b. Fire suppression will be a wet pipe system.

12. Solutions addressing energy inefficiencies and functionality of windows that have exceeded their service life:

a. All windows will be replaced with windows meeting the specifications of the CDE in their Public School Facility Construction Guidelines Section 5.1.19. "Replacement of single pane inefficient windows with new double/triple pane hard coat low E glazing window units. Install windows to eliminate outdoor air and water infiltration."

13. Solutions addressing the issues associated with having doors which are non-code compliant, non ADA compliant, present a security threat, and promote water infiltration:

a. The Master Plan would address water leakage issues and the replacement of exterior doors with thresholds and seals to resist water infiltration. One seldom-used door will be sealed off. Remaining exterior doors would be replaced.
b. Doors will conform to CDE standards. "Doors shall open in the direction of the path of egress, have panic hardware when required, and be constructed with fire rated corridors and area separation walls as determined by a Facility Code Analysis" [Section 3.3].
c. Interior classroom doors shall have locking hardware for lock-downs and panic windows that allow lines of sight into the corridors during emergencies.

How Urgent is this Project:

The average age in years for Tier 1 public school facilities in Colorado is 40 (CDE Final School Assessment). Our facility is over fifty years old. The State Assessment highlighted the numerous deficiencies our students, faculty and staff live with daily as one of the 70, out of 1,671 public schools, with the lowest CFI scores. Our students become exceedingly vulnerable to more health and safety hazards the longer our facility needs are not met. Our facility limitations challenge our ability to most effectively deliver our established and award-winning program to our community. The approaching failures of our aged systems, many having already exceeded their service life, will soon become crippling. The deterioration of our facility conditions is accelerated by compounding factors associated with the pronounced overcrowding in our school. Our current State Assessment Condition score of 1.47 indicates our facility is already in a critical state. It is urgent that we address our needs in the immediate future, before our facility conditions become any more grave.

What is the Cost Associated with this Project:

\$1,070,857.00

How Does this Project Conform with the Construction Guidelines:

Please review narrative for detailed references to the Public School Construction Guidelines. In developing solutions for our narrative, particular attention was paid to the inclusion of references as they relate to specifics in our project.

How does the Applicant plan to Maintain this Project if it is Awarded:

Capital Renewal Budget

Upon receipt of a BEST grant, we will use a percentage of our unrestricted Horizons Council reserves and our Boulder Valley School District unrestricted reserve funds to establish a dedicated Capital Construction Renewal Fund. This will consist of the following two sources, as explained below:

1. Nine percent of our unrestricted Horizons Council Reserve Fund per year (\$10,062 this year)
2. Ten percent of our unrestricted Boulder Valley School District Budget Reserves per year (\$13,400 this year)

1. Horizons Council Reserve Fund

After receipt of a BEST grant, we will commit nine percent of our unrestricted Horizons Council Reserve Fund (Horizons Council Budget 09/10) per year, on an ongoing basis, to our Capital Construction Renewal Fund.

Our Horizons community raises up to approximately \$125,000 each year through donations, grocery coupons, and fundraising events, and we obtain grants totaling approximately \$20,000 to \$50,000 per year. In the 2008/2009 school year we raised \$125,298 in donations and \$18,000 in grants. These funds are managed by the Horizons Council. We currently have \$111,803 in unrestricted reserves in the Horizons Council Reserve Fund. Our total reserves in the Horizons Council Reserve Fund are \$284,273.

2. School District Reserve Funds

In addition, we will commit ten percent of our unrestricted Boulder Valley School District Budget Reserves (Horizons 2009-2010 District Budget) to our Capital Construction Renewal Fund each year. This year, the unrestricted reserves totaled \$134,478. Ten percent of that would be approximately \$13,400. This is an amount we can responsibly commit, and we will also use our additional unrestricted School District Reserve Funds as needed for capital renewal.

In summary, Horizons K-8 School will establish a Capital Construction Renewal Fund and contribute the percentages cited from the two sources described above. We will continue to add to the Renewal Fund yearly. It will be incorporated into all future budgets. If the Capital Construction Renewal Fund were in place for this school year, we would be contributing \$23,462 to the Renewal Fund, as an example.

Maintenance Plan

Our Maintenance Plan for the project will be based on our experience with maintenance of our school during previous years. Horizons will use our custodial staff, our BVSD maintenance staff, and contractors to meet our maintenance needs.

The budget for maintenance at Horizons K – 8 School, based on previous years, is approximately \$150,000. We believe this will be adequate and that our maintenance costs will decrease after our school renovations are complete. The funding for maintenance includes the following components:

1. Custodial salaries:
\$57,500
2. Custodial supplies: \$3,300
3. Maintenance Work Orders sent to BVSD and related supplies:
\$1,250
4. Horizons payment to BVSD for maintenance (2009/2010):
\$69,977
5. Charter School Capital Construction State Education Fund:
\$16,544

Total: \$148,571

The funding is explained below:

1. Custodial Salaries
We recently hired a custodian with 25 years experience who also does maintenance and some repairs. We also employ a part-time custodian.
2. Custodial Supplies
3. Maintenance Work Order supplies
4. Horizons payment to BVSD for maintenance
Horizons pays BVSD on a per pupil basis for facility maintenance. In 2009/2010, the amount was \$215.98 per pupil, or \$69,977. BVSD provides three regularly scheduled two-day maintenance runs and the school may call BVSD for additional maintenance as needed. Horizons pays for supplies as needed.

Examples of past maintenance and capital renewal that Horizons has performed include: replacement of flooring in all six portable classrooms as well as four classrooms in the building; three rounds of asbestos abatement in several classrooms, the PE storage area, hallways, and the kitchen; emergency plumbing repairs; skylight leak repairs; air quality testing; installation of cabinets and storage; and use of \$15,000 in grants in 2009/2010 to upgrade the kitchen and bring it up to code (replaced electrical and plumbing parts, and replaced dishwasher, refrigerator, freezer and ovens.)

5. Charter School Capital Construction State Education Fund
We will use 100% of our Charter School Capital Construction State Education Fund for needed maintenance each year. For the 2009/2010 school year our funding was \$16,544.

We will also rely on our Horizons community for additional maintenance. Our parent body contributed over 5,000 hours in volunteer time during the 2008/2009 school year. Some of the projects that our parents, teachers and staff have completed include: landscaping the front of the school with xeric plants, building the Outdoor Classroom, painting, repairs, cleaning, deck staining, and grounds maintenance. We schedule two parent volunteer work days per school year. Parents also provide classroom cleaning for two weeks of the year for their child's room. Students contribute by cleaning their classroom and emptying recyclables and trash containers at the end of the day, and via required Middle School service projects that include school cleaning and upkeep.

The greater Boulder community supports Horizons as well. Sharefest and I-Volunteer are two groups that provided over 100 volunteers and assisted us with cleaning, painting and small repairs in the past several years.

In summary, we propose using our current budget of approximately \$150,000 for maintenance. We will also depend on our school community and pursue grants for specific projects, when applicable. We believe that these funds will be sufficient for our maintenance needs.

We are unable to commit more funds to the Capital Renewal Budget or to the Maintenance Plan due to our restricted charter school funding, the fact that 97% of our District budget is allocated to salaries and benefits (after required payback to the District for services), and because our Horizons Council funds are committed to providing core programs such as art and music, paying for custodial and office staff, and updating technology.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

Nine percent of unrestricted Horizons Council Reserve Fund, and 10% of unrestricted BVSD Budget Reserves

CDE Comments:

THE APPLICANT HAS MET THE THREE MONTH NOTIFICATION AND HAS BEEN CHARTERED FOR MORE THAN FIVE YEARS AS REQUIRED IN STATUTE. THIS PROJECT WILL NEED TO COMPLY WITH THE HPCP. THEY HAVE PROVIDED A LEED CHECKLIST AND HAVE DEMONSTRATED THEY CAN MEET A LEED GOLD CERTIFICATION ON THEIR RENOVATION AND ADDITION PROJECT. THE BUILDING WAS BUILT IN 1959 AS BURKE ELEMENTARY SCHOOL, A BVSD SCHOOL. THE CHARTER SCHOOL INHABITED THE BUILDING IN 1996 AS A K-8 CHARTER. BOULDER VALLEY SCHOOL DISTRICT SUPPORTS THIS PROJECT AND IS PROVIDING DISTRICT BOND PROCEEDS FOR THE MATCH. THE HISTORICAL SOCIETY HAS REVIEWED THIS 1959 BUILDING AND IT DOES NOT NEED TO MEET THE HISTORICAL SOCIETY REQUIREMENTS.

Funded FTE Count:	324	Bonded Debt Approved:	
Assessed Valuation:		Year Bonded Election Approved:	N/A
PPAV:		Bonded Debt Failed:	
Bonded Debt:		Year Bond Election Failed:	N/A
Total Bonding Capacity:		2009 Bond Election Results:	N/A
% of Bonding Capacity Used:		Median Household Income:**	
Bond Capital Remaining:		Free or Reduced Lunch %:	3.09%
Existing Bond Mill Levy:		State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	\$629,117
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:		Ownership of facility remains with the Boulder Valley School District	

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$5,098,047.00	Affected Sq Ft:	48,013
Current Project Match:	\$3,542,711.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$8,640,758.00	CDE Minimum Match Percent:	60
Previous Grant Awards:	\$0.00	Actual Match Provided:	41
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	70.54%
Future Matches:	\$0.00	CFI:	111.00%
Total for all Phases:	\$8,229,294.00	Inflation:	0
Cost Per Sq Ft:	\$171.00		
Cost Per Pupil:	\$25,399.00	Davis- Bacon Wage Requirement:	\$190,945

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Adams-Arapahoe 28J – Elkhart Elementary School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	45,588
Replacement Value:	\$10,604,923
Condition Budget:	\$6,700,371
Total FCI:	63.18%
Energy Budget:	\$15,956
Suitability Budget:	\$4,686,700
Total RSLI:	18%
Total CFI:	108%
Condition Score:	1.84
Energy Score: (20%)	1.90
Suitability Score: (40%)	3.08
School Score:	2.35



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ADAMS-ARAPAHOE 28-J

Project Rank: 0.49

County: ARAPAHOE

Applicant Priority #: 1

Project Title: ES Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Elkhart Elementary School is currently in the district's bond program for a remodel but the real need is for a new building. Health and safety needs in the existing building include a new roof, security system upgrades, plumbing system upgrades, some lighting upgrades, interior circulation improvements to mitigate dead end corridors, and significant site circulation modifications. Security is compromised by the large number of temporary structures, complicating the supervision of students moving back and forth to restrooms and other core facilities. The building has asbestos containing materials that, while contained, have not yet been abated.

Designed to accommodate 465 students, Elkhart has exceeded that enrollment for the past 18 years. For the past six years, enrollment has averaged more than 650 students with a current enrollment of 690. Two more temporary classrooms will be added this summer, bringing the site total to 12 temporary classrooms.

On the issue of replacement vs. remodel, while it is possible to add classrooms to the existing building, it would be difficult and costly to enlarge the core instructional and non-instructional spaces. With a structure that is almost 50 years old, the school has many system deficiencies. A full remodel will cost more than 70% of a replacement building. The additions required to increase student capacity would add to an already inefficient and sprawling floor plan. A remodel can't cost-effectively address all security issues and code violations. A remodeled school would be much more expensive to operate and maintain than a replacement school since there would be a net result of more square footage and fewer energy efficiency improvements. So, the question arises why Elkhart was planned in Aurora's bond as a remodel if the best technical solution is a replacement. The simple answer is funding limitations. Aurora has long struggled with low property values that severely restrict bonding capacity. Of the ten largest districts in Colorado, Aurora ranks 9th in per pupil assessed valuation (only 39% the PPAV of neighboring Denver and 63% of Cherry Creek). For the current bond cycle, Aurora's long range facilities committee evaluated 8 elementary schools, each more than 40 years old and in major need of remodel or replacement. Only 3 were picked for limited remodel. The same funding would have paid for only one replacement school. Scarce resources require difficult compromises.

The existing Elkhart building has several core instructional and non-instructional space issues. A 1969 addition contains a media center surrounded by open classrooms; due to the lack of acoustical separation between the spaces the effective use of this area is restricted. The school has five sections of full day kindergarten but only two adequately sized kindergarten classrooms. The school is unable to accommodate pre-school rooms. Small group instructional spaces required by the district elementary education specification are limited or non-existent. Such breakout spaces are greatly needed to provide more individual student attention and small group instruction. Due to insufficient office space, teacher work rooms have been transformed into confined offices for educational coaches and paraprofessionals, leaving no support spaces for teachers.

Future enrollment at Elkhart will remain at current levels or increase. A new 350-unit apartment complex is currently planned in the school's attendance area. Attendance boundary adjustments cannot be considered since the school is located near I-225 and Colfax Avenue, two major traffic arteries which form edges that, for safety and logistical reasons, the district considers impassible boundaries.

In 2008, Aurora voters approved the remodel project meaning matching funds are immediately available. The district proposes to provide a 50% match of the BEST grant, well in excess of the required 24%.

Issue: School Replacement

Deficiencies Associated with this Issue:

The main building also has significant health and safety deficiencies which, when considered with the security concerns of having a large percentage of students in temporary classrooms, has led to this application for a BEST Grant for a school replacement. All references to CDE's Construction Guidelines are to document 1CCR 303(1).

SAFETY AND SECURITY

1. Student Safety: Security of the existing building is one of the primary deficiencies at the school (Guideline 3.9) and one of the main decision factors for the district to pursue a BEST Grant for a replacement school.

a. The building has multiple entrances, none of which can be directly supervised by school staff without cameras. Because of the number of classes in temporary buildings, students and staff must access the building from multiple points consistently throughout the day. Movement between the main building and the temporary classrooms is unsafe during inclement weather as students and staff are exposed to rain, snow and hail.

b. At the main entrance the office is across a corridor from the entry doors and, once the secretary releases the main door lock from her desk, visitors can traverse the corridor without signing in at the office. There is no card access system at the school; main entrances are accessed by smart keys. The software for the smart key system at the school is no longer supported by the manufacturer so the school does not fully utilize

the information available through the smart keys.

c. In addition to the multiple building entrances, each classroom has an exterior door. There are 40 exterior doors to this school, which is a major security concern for the district. Very few of these exterior doors have electrified hardware and there is no emergency lockdown capability at the school. An addition of new classrooms will only increase the decentralized nature of the building and will make supervision of the school less manageable.

2. Code Compliance:

a. Corridors accessing all classrooms (with the exception of the kindergarten classrooms) are dead end corridors with lengths of 42' – 50'. This is more than double the allowable 20' length for a dead end corridor, creating a serious life safety hazard during an emergency event.

b. While the building does have two building separation walls, it does not have a fire suppression system. IBC section 903.2.2 requires a sprinkler system for all fire areas greater than 20,000 s.f. unless every classroom has an exterior exit door at grade. Currently all classrooms do have an exterior exit door at grade, but to add the needed square footage onto the school with a one-story addition (so that all classrooms have an exterior door) would lead to a building with a much larger footprint than is necessary, that is not energy efficient, and that is less secure. In order to add classrooms to the school the building officials will most likely require the district to provide a fire sprinkler system for the existing building as well as the addition.

3. Other: The existing building also has the following Section One Health and Safety violations:

3.16 - There is no dedicated bathroom for the Clinic, and students and staff who are sick must use the corridor restrooms (there is no bathroom in the entire Administrative Suite).

EDUCATIONAL SUITABILITY

Ten classes are accommodated in temporary buildings. In the 2010/11 school year 12 classrooms will be in temporary buildings. Half of 3rd grade and all 4th and 5th grade classes are in the temporary buildings, which do not meet CDE's Construction Guidelines, 1CCR 303(1) in numerous ways. Among the health and safety guidelines that the temporary buildings do not meet are:

3.4 - They do not have any water source, and the students go outside, unsupervised, to return to the main building to use restrooms.

3.7 - There is no closed circuit video or keycard access into the temps, and with students continually moving between the temps and the main building for specials classes, lunch, and restroom use there is a security risk with all of the unmonitored movement.

3.11 and 3.12 - Due to the lower quality of construction standards for temporary facilities, the temps do not have a mechanical system that meets ASHRAE 55 nor do they have a tight building envelope.

3.17 The temps are accessed by metal steps and ramps which become snow covered and slippery, causing a safety concern.

3.19 - The temps are located so that they separate the playing fields from the main building and hard surface play areas, impeding lines of site from the main building.

This separation of the upper grades from the main building inhibits collaboration among the teachers and does not support the educational philosophy of the school district. The temporary buildings are located along almost the entire length of the building and on the east side of the building, leading to students accessing the building through multiple building access points, reducing the ability of the staff to maintain security in the building. The district has redefined enrollment boundaries to try to lessen the need for temporary classrooms at the school, but the surrounding schools are also at or above capacity and further movement of enrollment boundaries would lead to increased bussing which the District would like to avoid.

Several of the other classrooms are in educationally inappropriate open classroom settings adjacent to the Media Center resulting in a reduced Media Center size and operation. There is no instructional space or reading areas in the Media Center and access to the surrounding classrooms is achieved by walking between the bookshelves. There is no acoustical separation between the spaces in this area, and the school has tried to house only special's classes in this area (such as Art and Computer Lab) to minimize the impact on regular class instruction. With the addition of a fifth section of 2nd grade this past Fall, the school has now moved a 2nd grade class into this space.

There are only 2 rooms for Kindergarten while the school has 5 full day kindergarten sections, so 3 kindergarten classes are in standard classrooms which do not have dedicated restrooms and are significantly smaller than the district's and CDE's guidelines for Kindergarten.

Compared to the District's Educational Specifications for a school of this enrollment, the core instructional spaces in the building are undersized by 20-30%. There are no small group instructional spaces in the building. The core non-instructional spaces are undersized by 60%. The school begins lunch service at 10:30 am so that it can seat the entire student body. An Area Summary comparing the existing building to Aurora Public School's Educational Specification is attached to this application for more detailed information.

SITE DESIGN

There are numerous safety concerns with site circulation at the school, with the site currently violating many of CDE's 3.18 guidelines.

1. There is no parent drop-off at the school, so some parents use the bus drop-off area and other parents drop children off along the edges of the site leading to a very unsafe mingling of pedestrians, cars and buses. (Also referenced in City of Aurora school study, attached)

2. The bus drop-off and loading/delivery areas are not separated from the parking lot, leading to a mix of bus, car, and truck traffic. The loading area is located between the bus drop-off and the front entry, leading to a mix of pedestrians and trucks.

3. The parking lot connects the east and west streets adjacent to the school, which are unusually long blocks, so the neighborhood uses the parking lot as a shortcut between the streets leading to a high volume of traffic in the parking lot.

4. The site also does not meet guideline 3.19, with site utilities located near the front entrance, unfenced playgrounds, and because of the quantity of temps at the school a separation of the playfields from the main building exists.

5. Although the school houses a program for the physically disabled, there is no accessible play equipment at the school as required by guideline 3.17.

6. Large asphalt play areas, as well as asphalt parking lots surround the majority of the building contributing to a heat island. There are no drought tolerant plantings on the site.

EXISTING BUILDING DEFICIENCIES:

The district has funded a classroom addition and miscellaneous repairs project; however if it is completed as planned a number of issues with the existing building will remain.

1. Electrical: While the building's main electrical service and some branch panels have been upgraded and replaced in 2006, none of the

building's distribution wiring has been replaced since the building opened in 1961. This distribution wiring does not meet the CDE Guideline 3.10. While many light fixtures were replaced in 2006, the lighting control systems are original to the building and should be replaced with occupancy sensors. The secure access system is of great importance to the school because of the multiple entrances to the building that are used on a daily basis and the need to maintain control and security.

2. Energy Inefficiencies: The building envelope is original construction from 1962 (with the 1969 addition matching the original building envelope construction). Although many of the original hollow metal single pane windows have been replaced with 1" insulated aluminum units, the exterior walls are a triple wythe masonry construction without insulation, the roof only has a R-6 rating versus CDE's recommended R-30, and the exterior doors in each classroom are non-insulated hollow metal. While the district can increase the amount of insulation on the roof, the exterior wall insulation cannot be improved without losing interior classroom space and at a much higher price than building new. A better insulated building envelope would significantly reduce the school district's energy bills and increase the occupants comfort. The one story building is very spread out, with a large percentage of exterior wall to footprint. If additions are made to the existing building to accommodate the square footage deficiencies, the building will become even more spread out increasing the footprint to roof/exterior wall percentage and will take even more energy to heat. While components of the building's mechanical system were replaced in 2006, the building does not utilize renewable energy sources and would benefit from a more efficient heating and cooling system.

3. Roofing: Most of the building's roof is original, almost 50 years old and does not meet the CDE Section One Guideline 3.2. Its age and condition put the building envelope in jeopardy of deteriorating. The existing insulation under the roof covering only has a R-6 rating, there is a significant loss of energy through the roof. The roof covering is a built-up system with a brown stone covering that absorbs and holds heat rather than reflecting the light and heat. (funded in current bond program)

4. Water Systems: The plumbing system is original to the building and almost 50 years old. While some plumbing fixtures have been replaced, there has been no replacement of the original water distribution or sanitary waste piping. These systems are well beyond their expected 30-year service life and should be replaced. None of the plumbing fixtures in the building are low flow fixtures, and replacing fixtures will decrease the water usage in the school. There is no water in the temporary buildings which house over a third of the students in the school. (funded in current bond program)

Proposed Solution to Address the Deficiencies Listed Above:

A two-story replacement school can be built on the north side of the existing school site without disturbing the existing building. Once the new building is constructed, the existing structure can be demolished so that the site can be reconfigured to accommodate relocated play areas and fields, parking lots, and drop-off lanes. A concept site plan is attached as an illustration of a solution that can address all of the deficiencies of the existing building and site rather than only partially addressing some of the deficiencies with an addition to the existing building.

A replacement school can be designed to meet all of the District's educational and technical standards as well as meet the Public Schools Construction Guidelines. This includes obtaining a LEED Gold rating. A new structure can be built in a sustainable manner with energy efficient systems that would cost the district less in operating costs in the years to come. The building can be oriented on the site to maximize daylight in the classrooms with the two-story classroom wing located on an east-west axis with rooms facing north and south. Daylighting can be designed into all normally occupied spaces with occupancy and daylight sensors used to minimize artificial lighting. By building a two-story structure a new school will have a smaller footprint than the existing building would have with an addition to accommodate the needed classrooms. The core instructional and non-instructional spaces can be sized to support the population of the school, which given the difficulty and expense of enlarging some of the existing spaces is unlikely to happen if the district does not receive additional funding.

As the site concept plan illustrates, by building a new school almost all site circulation issues can be addressed. A parent drop-off can be added to the site so that students can safely exit their car without crossing traffic. The bus drop-off can be separate from the parking lot and parent drop-off. Adequate parking can be provided, with separation between staff and visitors. The existing parking lot will be removed and replaced with playing fields, eliminating neighborhood vehicular traffic through the site. All play areas can be easily observed and monitored by a single staff member. The existing large coniferous trees on the north side of the site can be maintained, and new deciduous trees can be located on the site to provide shade for the building and play areas.

Functionally, the school can operate more efficiently by providing adequate numbers of classrooms within the building; by providing small group rooms adjacent to classrooms; by providing teacher support spaces in close proximity to classrooms; by providing an appropriately sized gym, cafeteria and kitchen; and by providing an administrative suite adjacent to the entry that can serve parents and students as well as the school staff. While an addition to the existing building can provide the classroom space that the school needs, the functionality of the school will never match what can be attained in a new building and there will still be unresolved life safety issues such as the dead end corridors and a multitude of exterior doors.

How Urgent is this Project:

The school has been operating with almost half of its classrooms in temporary buildings which have led to many health and security concerns as well as being educationally unsound, and the school district needs to provide permanent classrooms for the school as soon as possible. The school district must choose a path of either adding square footage onto an aging building which needs multiple systems replaced, expending more than 70% of the building's replacement cost to only partially address the school's needs, or to find additional funding to replace the building and address all of the school's deficiencies. The existing facility is expensive to maintain and unable to support a healthy learning environment. The school has no historic value or iconic role in the community, which further supports a strong justification for replacement. To satisfy the School Board and meet restrictions for bond fund spending, the school district must make a decision by the third quarter of 2010.

What is the Cost Associated with this Project:

14253350

How Does this Project Conform with the Construction Guidelines:

The existing building does not conform to the following Colorado Department of Education 1CCR 303(1) Capital Construction Assistance Public Schools Facility Construction Guidelines:

Section One: Promote Safe and Healthy Facilities

• 3.2.1.1. The majority of the existing building built-up roof system is original to the building (almost 50 years old) and beyond its service life

and needs to be replaced.

- 3.4 There are no potable water source or restroom facilities in the temporary classrooms which house 37% of the student population.
- 3.5 While temporary facilities are an exception to this section, we do not believe it is the intent of this section to allow over 1/3 of the schools population to be in a facility without detection or notification.
- 3.7 The existing building does not have a keycard or keypad building access; it only has a smart key system with obsolete software on some of the doors. None of the temporary buildings have an electronic access system.
- 3.9 There is no signage directing visitors to the main entrance which is located in a recessed courtyard. While there is video surveillance and an intercom to control entrance through the main entrance, the office is located across a corridor from the door without direct communication to visitors to the building allowing visitors to move about the building without signing in at the office.
- 3.10 The electrical distribution system is original to the building and almost 50 years old. While there have been upgrades to the main service and branch panels, all of the wiring to power devices should be replaced to meet current codes.
- 3.14 Food preparation and storage spaces are undersized by over 30% with storage needs being accommodated with reach-in coolers and dry storage shelving located within the cafeteria.
- 3.15 There is no appropriate space for the art kiln. It is currently located in the shower area of the original Gym Dressing Room.
- 3.16 There is no dedicated bathroom for the Clinic.
- 3.18.1 There is no separation of traffic around the site.
- 3.18.2 The bus drop off area is in the parking lot, with no separation of bus and car traffic.
- 3.18.3 There is no parent drop-off/pick-up zone on the site. Since there is no dedicated drop-off zone, students are currently dropped off all around the site with many students crossing traffic to reach the site. Site circulation is further complicated by the surrounding street patterns which make it difficult for parents to approach and exit the school site.
- 3.18.5 There is no separation of sidewalks from roadways around the perimeter of the site.
- 3.18.6 Building service loading areas are located in the parking lot, at the front of the school, adjacent to the bus drop-off area.
- 3.18.9 There is no restriction of vehicles from driving through the entry of the school.
- 3.19.1 The site is only partially fenced and there is no gated control of the site.
- 3.19.2 Play areas are divided into two sections which are not visible from one vantage point. The temporary classrooms block most of the view from the hard surface play areas to the turf play fields.
- 3.19.3 Site utilities are located at the front of the building.
- 3.19.6 Play equipment is not accessible per ADA guidelines.

Section Two: Educational Suitability

- 4.6 There is no emergency generator at the school or redundant A/C for data systems.
- 4.10 There are 6 classroom spaces that are located adjacent to the Media Center without visual or acoustical separation. They provide an inadequate learning environment because of the transfer of noise between the spaces.
- 4.10.2 While the 2 classrooms originally designed for Kindergarten are adequate, there are 3 additional sections of full day Kindergarten that are held in regular classrooms that are 10-20% smaller than CDE guidelines and which do not have dedicated bathrooms. There is no Preschool classroom, although a short-term use independently funded program is being housed in a converted Gym Dressing Room with no exterior windows.
- 4.10.5 The permanent grade 1-5 classrooms in the building are adequately sized and proportioned except for the 6 classroom spaces adjacent to the Media Center. The inappropriate learning environment of these spaces, along with the overcrowding of the school, has led to the need for 10 temporary classrooms on the site.
- 4.10.6 The music room is the smallest classroom in the building, with low ceilings and no acoustical wall coverings.
- 4.10.7 The art room is an open classroom adjacent to the Media Center and other classrooms with a carpeted floor. The kiln is located a significant distance away from the art room in a converted shower.
- 4.10.9 The LMC is located in the center of a large open classroom area (there are 6 classrooms surrounding it) with no direct natural light. There is no acoustical separation from the surrounding classrooms. There is limited accommodation of audio visual equipment. There is no seating or work space for students.
- 4.10.11 The cafeteria is not large enough to support the size of the school with the school running 5 lunch periods to accommodate all of the students starting at 10:30 a.m. Due to inadequate storage space in the kitchen, there is a refrigerator and dry storage shelving in the cafeteria that further restricts the seating area. There is a separate stage that opens to the Gym, but it is not accessible.
- 4.10.13 The Administrative office area is undersized by 34% compared to the district's standards.

How does the Applicant plan to Maintain this Project if it is Awarded:

Based on prevailing district standards, the new Elkhart facility would be annually funded for \$246,000 of custodial, preventive, and routine maintenance. 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, emergency and preventive maintenance and cyclical major repairs for all district facilities.

The Maintenance Department is comprised of 1) three interdisciplinary teams, 2) a preventive maintenance (PM) team, and 3) a resource and planning team. 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 has approximately 11 members, and they are responsible for maintaining 1.2 to 1.4 million square feet. Each team is responsible for a variety of building maintenance services including heating, ventilation and air conditioning, electrical, plumbing, carpentry and painting.

The PM team has 12 members. PM duties include heating, ventilation and air conditioning, building maintenance, kitchen equipment, energy management, indoor air quality, fire inspections, general fire-safety issues, boiler inspections, backflow prevention and testing, fire-sprinkler systems, recycling, and elevator and auto-lift inspections.

The resource and planning team manages district wide maintenance needs. The team consists of 15 members and is responsible for a variety of district wide building maintenance services, including the district's four swimming pools. The branch also provides training and support for the

entire maintenance and operations department, including estimates of projects and capital reserve requests. Their responsibilities are in the following key areas:

- Electronic and Controls: This team consists of 4 members. They are responsible for district wide support of fire-alarm systems, intrusion-alarm systems, clocks, scoreboards and intercom systems.
- Resource and Planning: This group has 11 team members who are responsible for district wide support to the interdisciplinary teams in the following areas: glazing, roofing, welding, doors and locks, signs, master plumber, master electrician and electrical installations.

The district's annual capital reserve program currently averages approximately \$5.6 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 was completed in 2008.

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

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$1/SF or \$70,000 would be a standard capital reserve amount

CDE Comments:

GRANT APP INCLUDES 43% MATCH WHICH EXCEEDS 24% BEST MINIMUM MATCH.
APPLICATION IDENTIFIES 28 AREAS OF NON-COMPLIANCE WITH BEST CONSTRUCTION GUIDELINES.

Funded FTE Count:	32,080	Bonded Debt Approved:	\$440,000,000
Assessed Valuation:	\$1,875,202,640.00	Year Bonded Election Approved:	2002, 2008
PPAV:	\$58,454.86	Bonded Debt Failed:	
Bonded Debt:	\$212,925,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$375,040,528.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	56.77%	Median Household Income:**	\$18,698.00
Bond Capital Remaining:	\$162,115,528.00	Free or Reduced Lunch %:	61.37%
Existing Bond Mill Levy:	15	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$8,530,629.00	Affected Sq Ft:	70,000
Current Project Match:	\$6,435,387.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$14,966,017.00	CDE Minimum Match Percent:	24
Previous Grant Awards:	\$0.00	Actual Match Provided:	43
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	63.18%
Future Matches:	\$0.00	CFI:	108.00%
Total for all Phases:	\$14,253,350.00	Inflation:	2
Cost Per Sq Ft:	\$204.00	Davis- Bacon Wage Requirement:	\$1,725,000
Cost Per Pupil:	\$20,657.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Mesa County Valley 51 – Loma Elementary School – HVAC Replacement

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	34,697
Replacement Value:	\$6,646,411
Condition Budget:	\$4,146,711
Total FCI:	62.39%
Energy Budget:	\$0
Suitability Budget:	\$2,509,000
Total RSLI:	14%
Total CFI:	100%
Condition Score: (60%)	1.88
Energy Score: (0%)	4.35
Suitability Score: (40%)	3.81
School Score:	TBD



CDE BEST FY10-11 Grant Application Summaries

Applicant Name:	MESA VALLEY 51	Project Rank:	0.48
County:	MESA	Applicant Priority #:	1
Project Title:	ES RTU and HVAC Controls Replacement		
<input type="checkbox"/> Addition	<input type="checkbox"/> Fire Alarm	<input type="checkbox"/> Renovation	<input type="checkbox"/> Facility Sitework
<input type="checkbox"/> Asbestos Abatement	<input type="checkbox"/> Lighting	<input type="checkbox"/> Roof	<input type="checkbox"/> Water Systems
<input type="checkbox"/> Boiler Replacement	<input type="checkbox"/> ADA	<input type="checkbox"/> School Replacement	<input type="checkbox"/> Window Replacement
<input type="checkbox"/> Electrical Upgrade	<input checked="" type="checkbox"/> HVAC	<input type="checkbox"/> Security	<input type="checkbox"/> New School
<input type="checkbox"/> Energy Savings	<input type="checkbox"/> Project Other Explain:		

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The current HVAC system/equipment is 8 years BEYOND life expectancy. The system is an evaporative cooler which has created health concerns of mold and mildew for students and staff.

Issue: HVAC

Deficiencies Associated with this Issue:

The current HVAC system has been in continuous operation since the building was constructed in 1982. Life expectancy of the mechanical system is 20 years, we have exceeded that by 8 years. The original equipment is a direct/indirect system; the evaporative portion has deteriorated to the point where the "wet" side is nearly non-operable and the DX portion has reached a point of obsolescence.

Proposed Solution to Address the Deficiencies Listed Above:

Remove the existing roof top units from the building and replace with new high-efficiency DX cooling units. The project would also include upgrading the current pneumatic control system with a new direct digital control system that would be compatible with the district's existing Trane Summit system.

How Urgent is this Project:

High priority
The Final School Assessment by CDE in Febr. 2010 recommended: the system should be replaced.

What is the Cost Associated with this Project:

\$1,485,580.00

How Does this Project Conform with the Construction Guidelines:

See Section 3.11 and 3.12

How does the Applicant plan to Maintain this Project if it is Awarded:

MCVSD51 will provide on-going maintenance to the project out of the general fund budget

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

NA

CDE Comments:

Funded FTE Count:	20,707	Bonded Debt Approved:	\$109,000,000
Assessed Valuation:	\$1,671,286,730.00	Year Bonded Election Approved:	2004
PPAV:	\$80,711.20	Bonded Debt Failed:	\$184,935,000
Bonded Debt:	\$130,470,000.00	Year Bond Election Failed:	2008
Total Bonding Capacity:	\$334,257,346.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	39.03%	Median Household Income:**	\$18,745.00
Bond Capital Remaining:	\$203,787,346.00	Free or Reduced Lunch %:	38.83%
Existing Bond Mill Levy:	7.215	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$702,679.00	Affected Sq Ft:	34,997
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Current Project Match: \$931,458.00
Current Total Project Cost: \$1,634,138.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$1,485,580.00
Cost Per Sq Ft: \$42.00
Cost Per Pupil: \$5,648.00

Master Plan Complete: Yes
CDE Minimum Match Percent: 43
Actual Match Provided: 57
Was a Waiver Letter Required: N/A
FCI: 68.62%
CFI: 106.00%
Inflation: 0
Davis- Bacon Wage Requirement: \$222,837

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Otis R-3 – Jr/Sr High School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	69,036
Replacement Value:	\$18,357,862
Condition Budget:	\$12,424,724
Total FCI:	67.68%
Energy Budget:	\$0
Suitability Budget:	\$5,565,300
Total RSLI:	17%
Total CFI:	98.0%
Condition Score:	1.62
Energy Score: (20%)	3.50
Suitability Score: (40%)	3.60
School Score:	2.79



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: OTIS R-3

Project Rank: 0.44

County: WASHINGTON

Applicant Priority #: 1

Project Title: Major Jr/Sr HS Renovation

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The District is applying to remove the existing 1922 classroom and 1940 auditorium buildings and replace them with an academically suitable addition to the North end of the existing to remain structures. This application is to address safety hazards and health concerns that detract from an effective learning environment.

The main MS/HS classroom building and auditorium building are approximately 16,500 SF combined. Major deficiencies include, the exterior walls of these buildings suffer from significant mortar deterioration, are not insulated and the windows are beyond their useful life and leak both moisture and air creating conditions favorable for bacterial growth; the HVAC systems are over 50 years old and due to lack of suitable temperature controls the windows are used for adequate ventilation and ad-hoc temperature control; the building heating system is comprised of old radiators and a central gas fired hot water boiler; the radiators have only manual control valves so there is no true temperature control in the building; pipe insulation is significantly deteriorated or nonexistent and numerous piping leaks exist; buildings and rest rooms are not ADA compliant; students have classes in below ground rooms with very little natural light or exterior views. While taken individually these items are not significant safety issues; however the context of all of these them together simply results in very poor facility and a facility significantly below the state average in which to educate our students.

According to the state wide facility assessment the high schools "Colorado Facility Index" (CFI) is 98% and is in the highest 1% in the entire state. The CFI reflects combined condition, suitability, and energy audit needs. The States District assessment report shows the residual service life index for the 1922 & 1940 buildings is 0% and represents the estimated remaining service life of a school or facility based on a 50-year design life compared to its original construction date. Finally, the assessment illustrates that rehabilitation cost is 82% of replacement costs (reference p5); well above 70% of replacement costs which according to published guidelines supports replacement consideration rather than rehabilitation.

Also included in the grant application is a request for funding a new main gym due to many adverse health and environment conditions that result from only having one main indoor athletic area for the entire District. The existing gym would become the auxiliary gym.

The elementary school cafeteria is used for all K-12 grades for lunch as the only kitchen facilities for the district are located in the elementary school. Set up for lunch begins at 10:15am and ends at 1:30pm. The current PE schedule for 4-12 grades books, for the entire academic day, the only true gym located at the high school. As a result the PK-3 students have PE in the existing elementary cafeteria which is 2390 SF. The size of the cafeteria equals only 40% of the recommended size for an elementary school gym which results in constant safety issues. The PE instructor has had many elementary students hit their heads on the walls while playing games. Several years ago a boy who was practicing in this facility because the volleyball team was in the playoffs so they could not use the existing MS/HS gym and he hit a corner with his head during a drill, he was knocked out for a long time and was taken to the hospital. We have not allowed any high school practices since then in this facility. This space is just too small of an area for even elementary students. A new main gym would provide a safer PE environment for all grade levels.

Issue: Addition

Deficiencies Associated with this Issue:

Identified Health and Safety Issues with the class room portions of the buildings in question which detract from an effective learning environment include:

- Existing 1922 building exterior masonry and 1940 building envelope have many points of failure allowing moisture infiltration resulting in significant damage to interior finishes and an environment suitable for mold and bacterial growth with potential adverse health issues for building occupants. This does not meet section 3.1 of the Public Schools Facility Construction Guidelines (PSFCG) for sound building structural systems.
- Thermally inefficient, degraded and in some cases, severely damaged exterior building envelope systems (including un-insulated masonry) and the associated increased operating and repair costs resulting in adverse operating budget impact. This does not meet section 3.1 of the PSFCG for sound building structural systems.
- Inadequate temperature control and thermal efficiency results in adverse interior comfort which could affect teacher and student performance. This does not meet section 3.11 of the PSFCG for safe and efficient mechanical systems.
- Hot water boiler piping has numerous leaks and is either patched with duct tape or leaks are captured by hanging coffee cans. This does not meet section 3.11 of the PSFCG for safe and efficient mechanical systems.
- Inadequate levels of fresh air contribute to poor air quality and increased chances of illness. This does not meet section 3.12 of the PSFCG for safe and efficient mechanical systems.
- Buildings in question do not meet ADA requirements, are not accessible for handicapped individuals, do not have ADA compliant restrooms fixtures or hardware. This does not meet section 3.17 of the PSFCG for a facility that complies with ADA.

- Due to lack of adequate cooling the computer room regularly overheats due to equipment and occupant loads. This does not meet section 3.11 of the PSFCG for safe and efficient mechanical systems.
- The lower level below grade classrooms of the 1922 building have very little natural light, virtually no outside views and have inadequate lighting which results in an adverse educational environment. This does not meet section 4.11.4 of the PSFCG for natural light with a view.
- Neither of the buildings in question have fire sprinkler systems.
- Hazardous materials consisting of asbestos ridden floor tile, ceiling treatments and mechanical insulation.

Safety Modifications to the existing science room are also include and will consist of a safety shower and chemical fume hood that do not currently exist. The absence of these safety devices does not meet section 4.13.6 of the PSFCG.

Identified Health and Safety Issues with the athletic and commons portions of the existing buildings in question which are health and safety related include (We have broken these down by season):

FALL ACTIVITIES:

- Due to volleyball practice there are no facilities for football players to train when weather is poor. Due to local high winds this happens several times per month.

WINTER ACTIVITIES:

- Have to conduct late basketball practice (as late as 8:00pm).
- Due to late practice situations if there are female and male athletes in the same family there are no family meals during basketball season.
- Early morning practice (as early as 6:30am) when we have junior high or junior varsity games in the middle of the week.
- Some students live many miles from school and have to travel into town for late practice and in turn are driving home well after dark on potentially poor dirt road conditions depending on weather.
- Lack of facility for elementary teams to practice and play.
- Friday night games often run as late as 1:00am in the morning. Additional facilities would cut that down to 10:00pm by using both facilities.
- School Play practice runs after athletic practices and kids do not get home until 9:30pm putting in a full day and this last for months. This is unsafe and healthy for kids to be at school for so long. Many drive several miles into school and they are here from 7:30am until 9:30pm due to high gas prices and not wanting to travel home. Having two facilities would cut three hours out of that long day.
- Basketball, track and baseball seasons overlap. Currently on bad weather days track athletes are training in the hallways on poor weather days which is dangerous and disruptive to after school tutoring going on in nearby classrooms.

The District does not have a gym facility that is consistent with PK-12 Rural Schools section 4.13.15 for gym with two regulation basketball courts and the elementary school does not have gym in accordance with section 4.10.12 of the PSFCG.

The bus maintenance facility, also in poor condition as noted in the assessment, is in a location that conflicts with new addition and is planned to be relocated to the North side of the campus.

Proposed Solution to Address the Deficiencies Listed Above:

In summary the proposed building addition under Option C will consist of (see Exhibit #4; Educational Program for additional detailed information):

- An 12,609 SF replacement classroom building consisting of 6 classrooms, special education room, art studio, superintendent’s office, counselors office and necessary support spaces (Mech./Elec. Room, IT closet, custodial space).
- An 18,721 SF athletic addition consisting of a main gym, PE/athletic storage, small training room, men’s and women’s locker rooms, weight room and coaches offices as well as necessary support spaces.
- A 10,270 SF multipurpose room consisting of a multipurpose room adjacent to the main gym, raised performance stage, small performing arts classroom, storage, large bank of toilets to accommodate the entire new addition and necessary support spaces.
- A 4,176 SF bus maintenance building sized to work on 2 buses simultaneously and a 3,125 square foot exterior covered bus bay to house 5 buses.

NOTE: Costs provided below are hard construction costs including anticipated escalation and do not include soft costs, and contingencies. See detailed budget for additional and detailed information.

How Urgent is this Project:

Based on the State conducted facility assessment the buildings have an FCI Index Score (cost of repairs divided by the calculated replacement cost) of .82 and The Residual Service Life Index (represents the estimated remaining service life of a school or facility based on a 50-year design life compared to its original construction date) for the buildings is 0%; strongly supporting the argument for new replacement facilities in the immediate future.

What is the Cost Associated with this Project:

\$7,948,527

Issue: Site Work

Deficiencies Associated with this Issue:

Consistent with the State Site Facility Assessment the following deficiencies have been identified and warrant upgrades due health, safety and environment issues.

- Existing water service is not sufficient for new addition
- Lack of site fire hydrants is a safety issue and according to local fire officials does not meet their desires.
- Existing 1922 sanitary sewer line is 38 years beyond its useful life and warrants replacement with a contemplated new addition.
- Electrical service to the existing buildings to be replaced is out dated and should be upgraded.
- Site lighting is inadequate (according to the state assessment) and results in areas of insufficient lighting resulting in safety issues for pedestrians and vehicles.

Proposed Solution to Address the Deficiencies Listed Above:

- Installation of sidewalks and landscaping to accommodate the new addition.
- Upsize water service to include meter replacement
- Install 8” water main for two new fire hydrants
- Install new sanitary sewer line of proper size and type for new addition
- Install electrical upgrades to accommodate new addition
- Install additional site lighting to supplement existing to improve existing system
- Provide adequate draining and grading for new addition

NOTE: Costs provided below are hard construction costs including anticipated escalation and do not include soft costs, and contingencies. See detailed budget for additional and detailed information.

How Urgent is this Project:

These upgrades are urgent from a practical and aesthetic standpoint if the grant is successfully awarded for the new addition.

What is the Cost Associated with this Project:

\$327,000

Issue: Asbestos Abatement

Deficiencies Associated with this Issue:

There is asbestos containing material throughout the 1922 building including plaster, flooring, doors, and pipe insulation. These materials must be abated prior to demolition of the majority of the 1922 building. In addition the main hallway of the existing 1960’s building which will connect with the new addition contains asbestos floor tile and mastic as outlined in the asbestos management plan. Maintaining these floor tiles due to their adjacency to the new addition is not practical.

Proposed Solution to Address the Deficiencies Listed Above:

Remove existing ACM in the to be demolished portions of the existing buildings.

Due to the new addition having a new shared and common main building entry with the existing 1960’s building, providing a consistent and fresh new floor surface to match the new addition would be a prudent investment at minimal additional cost to the project.

NOTE: Costs provided below are hard construction costs including anticipated escalation and do not include soft cost, and contingencies. See detailed budget for additional and detailed information.

How Urgent is this Project:

This abatement and upgrade is urgent from a practical and aesthetic standpoint if the grant is successfully awarded for the new addition.

What is the Cost Associated with this Project:

\$43,400

How Does this Project Conform with the Construction Guidelines:

The master plan and grant application was developed and constructed with conformity to the Public Construction Guidelines in mind. The document referenced is the CAPITAL CONSTRUCTION ASSISTANCE PUBLIC SCHOOLS FACILITY CONSTRUCTION GUIDELINES adopted 10-07-2009.

The planned addition and site improvements is intended to comply with all aspects of SECTION ONE intended to Promote safe and healthy facilities that protect all building occupants against life safety and health threats, are in conformance with all applicable Local, State and Federal, codes, laws and regulations and provide accessible facilities for the handicapped and disabled.

The planned addition programmed spaces are intended to comply with 4.13 for Rural PK-12 schools and will be designed to incorporate shared community uses, and separate children, grades preschool to six, from older students, grades seven to twelve. Relevant sections include; 4.13.2 for classroom size; 4.13.9 for vocal classroom; 4.13.9.1 for art classroom; 4.13.10 for performing art support area; 4.13.14 for multipurpose/stage area; 4.13.15 for gym with two regulation size basketball courts with dividing curtain. Currently the existing gym does not have two regulation size basketball courts; 4.13.15 for weight room; 4.13.17 for men and women’s locker rooms; 4.13.19 for administrative offices.

It is the intent of the District to comply with Section Three relative the compliance with the State’s High Performance Certification Program by implementing the criteria established under the LEED for Schools or CO_CHPS programs.

How does the Applicant plan to Maintain this Project if it is Awarded:

Of the \$30,000 that will be allocated to the District’s capital improvement account each year the District will allocate \$15,000 for the annual maintenance and long term partial replacement cost of building components of the proposed new addition. Our estimate is that 75% of the \$15,000 or \$11,250 will be maintained in the account for long term building component replacement and repair. In 20 years that will amount to \$225,000 and we estimate will be sufficient to replace aging HVAC equipment and replace worn flooring materials.

The maintenance staff has shown their ability to repair, replace, remodel and adapt to the changing conditions of maintenance equipment and technologies. They excel in their ability to perform scheduled preventative maintenance. They have worked hard to establish timelines and time tables for the repair and replacement of facility equipment and systems. Our Staff will be able to maintain the new facility in a manner

that would promote the lowest anticipated life cycle costs. Maintenance staff training will be provided for the care of high performance buildings. All necessary training for staff and custodians on the new facility will be implemented with annual reinforcements; all school personnel will be trained on how to best care for the new facilities.

A proactive preventative maintenance program will be developed for the new facility. The major components of the program will included a) a historical file with documentation on all major systems, photos, records, etc., b) annual and semi-annual inspections as appropriate for these systems, c) corrective action programs, d) and energy management program, e) training programs, f) a self evaluation process and annual program updates. Major systems will include but not limited to roofing, boilers, HVAC, electrical, safety, kitchens, restrooms, general floors, and gym floors. Records will be maintained electronically for ready access.

Our Basic Annual Maitenance Plan consists of:

DAILY

- 1.Sweep sidewalks and entryways.
- 2.Remove trash from lawn shrubs, bushes, sidewalks, stairway and parking lots.
- 3.Review custodial reports and respond appropriately.
- 4.Review Work Orders.
- 5.Check boiler, mechanical, electrical and telephone rooms; listen for unusual noises; check for excessive heat and equipment vibrations.
- 6.Ensure doors, windows and roof accesses are secured.

WEEKLY

- 1.Inspect and re-lamp exterior building lighting.
- 2.Inspect and re-lamp parking lot and site lighting.
- 3.Replace damaged and soiled ceiling tiles.

QUARTERLY

- 1.Inspect and repair curbs, walks and paving.
- 2.Inspect and restore signage.
- 3.Inspect roof conditions; remove debris.
- 4.Reset time clocks. (Apr and Oct), replace batteries.
- 5.Fill/Caulk cracks and blemishes on building exterior.
- 6.Verify that there is adequate supply of filters, lamps, etc.
- 7.Inspect all restroom, shower rooms and water closets.
- 8.Supervise elevator maintenance service and check for proper operation.
- 9.Check all door operations and adjust hardware including overhead doors and operators.
- 10.Inspect and repair all finished surfaces.
- 11.Replace burned out and flickering lamps (light bulbs).
- 12.Check for tripped circuit breakers.
- 13.Inspect and test fire alarm system.
- 14.Perform quarterly fire extinguisher inspect.
- 15.Inspect and test smoke detectors.

ANNUAL

- 1.Supervise annual fire protection test.
- 2.Supervise annual Fire sprinkler system test.
- 3.Supervise annual backflow protection valve test.
- 4.Rotate fire line valves off and on.
- 5.Rotate all plumbing fixture shut off valves.
- 6.Rotate all water valves serving floor drains.
- 7.Rotate all bib valves.
- 8.Supervise heating, venting and air conditions preventative maintenance service (Apr and Oct).
- 9.Inspect, test and service all exit lights.
- 10.Inspect, test and service all emergency lights.
- 11.Inspect and test all lighting fixtures.
- 12.Inspection and maintenance on all heating, venting and air conditioning equipment.
- 13.Inspect Interior and Exterior

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$15,000

CDE Comments:

THE COLORADO HISTORICAL SOCIETY HAS INTEREST IN THE 1922 BUILDING THAT IS IMPACTED BY THE SCOPE OF WORK FOR THIS PROJECT. IN ADDITION, OTIS' GRANT APPLICATION LACKS IN THE MASTER PLANNING OF THE DISTRICT AS A WHOLE. THEREFORE, THERE ARE OUTSTANDING ISSUES THAT WILL REQUIRE RESOLUTION AND CLARIFICATION PRIOR TO CDE RECOMMENDATION. SOME OF THE ISSUES WILL AFFECT OVERALL SQUARE FOOTAGE OF NEW PROPOSED BUILDING SPACE AND TOTAL PROJECT COST.

Funded FTE Count: 169
Assessed Valuation: \$13,568,089.00

Bonded Debt Approved:
Year Bonded Election Approved:

PPAV: \$80,284.55
Bonded Debt: \$565,000.00
Total Bonding Capacity: \$2,713,617.80
% of Bonding Capacity Used: 20.82%
Bond Capital Remaining: \$2,148,617.80
Existing Bond Mill Levy: 7
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Bonded Debt Failed:
Year Bond Election Failed:
2009 Bond Election Results: N/A
Median Household Income:** \$20,463.00
Free or Reduced Lunch %: 32.02%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$9,657,068.00
Current Project Match: \$2,884,578.00
Current Total Project Cost: \$12,541,647.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$11,401,498.00
Cost Per Sq Ft: \$249.00
Cost Per Pupil: \$105,569.00

Affected Sq Ft: 22,300
Master Plan Complete: Yes
CDE Minimum Match Percent: 50
Actual Match Provided: 23
Was a Waiver Letter Required: Yes
FCI: 67.68%
CFI: 98.00%
Inflation: 3
Davis- Bacon Wage Requirement: \$500,000

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Mapleton 1 – Bertha Heid – Safety/Security

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	57,184
Replacement Value:	\$15,187,706
Condition Budget:	\$5,264,646
Total FCI:	34.66%
Energy Budget:	\$0
Suitability Budget:	\$6,212,600
Total RSLI:	16%
Total CFI:	75.6%
Condition Score:	3.27
Energy Score: (20%)	0.35
Suitability Score: (40%)	2.92
School Score:	2.54



Mapleton 1 – Clayton Community School – Safety/Security

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	24,904
Replacement Value:	\$6,390,786
Condition Budget:	\$3,368,086
Total FCI:	52.70%
Energy Budget:	\$0
Suitability Budget:	\$4,029,200
Total RSLI:	14%
Total CFI:	116%
Condition Score:	2.36
Energy Score: (20%)	0.35
Suitability Score: (40%)	2.30
School Score:	1.94



Mapleton 1 – Global Leadership Academy – Safety/Security

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	78,473
Replacement Value:	\$20,727,546
Condition Budget:	\$7,994,405
Total FCI:	38.57%
Energy Budget:	\$0
Suitability Budget:	\$4,676,600
Total RSLI:	31%
Total CFI:	61.1%
Condition Score:	3.07
Energy Score: (20%)	0.35
Suitability Score: (40%)	3.86
School Score:	2.84



-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Mapleton 1 – Mapleton Early Learning Center – Safety/Security

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	18,318
Replacement Value:	\$3,831,253
Condition Budget:	\$3,191,928
Total FCI:	83.31%
Energy Budget:	\$0
Suitability Budget:	\$1,991,100
Total RSLI:	1%
Total CFI:	135%
Condition Score:	0.83
Energy Score: (20%)	0.85
Suitability Score: (40%)	2.78
School Score:	1.62



Mapleton 1 – Meadow Community School – Safety/Security

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	47,155
Replacement Value:	\$8,922,421
Condition Budget:	\$4,664,527
Total FCI:	52.28%
Energy Budget:	\$0
Suitability Budget:	\$1,453,200
Total RSLI:	15%
Total CFI:	68.6%
Condition Score:	2.39
Energy Score: (20%)	0.60
Suitability Score: (40%)	4.23
School Score:	2.77



Mapleton 1 – Monterey Community School – Safety/Security

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	46,287
Replacement Value:	\$11,621,411
Condition Budget:	\$4,503,646
Total FCI:	38.75%
Energy Budget:	\$0
Suitability Budget:	\$4,455,900
Total RSLI:	16%
Total CFI:	77.1%
Condition Score:	3.06
Energy Score: (20%)	0.35
Suitability Score: (40%)	3.24
School Score:	2.59



-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Mapleton 1 – Valley View K-8 – Safety/Security

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	34,190
Replacement Value:	\$8,096,428
Condition Budget:	\$2,418,313
Total FCI:	29.87%
Energy Budget:	\$0
Suitability Budget:	\$5,583,500
Total RSLI:	31%
Total CFI:	98.8%
Condition Score:	3.51
Energy Score: (20%)	0.35
Suitability Score: (40%)	2.32
School Score:	2.40



Mapleton 1 – Western Hills Site – Safety/Security

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	49,488
Replacement Value:	\$10,945,084
Condition Budget:	\$5,388,795
Total FCI:	49.23%
Energy Budget:	\$0
Suitability Budget:	\$5,253,600
Total RSLI:	12%
Total CFI:	97.2%
Condition Score:	2.54
Energy Score: (20%)	0.85
Suitability Score: (40%)	2.80
School Score:	2.30



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: MAPLETON 1

Project Rank: 0.40

County: ADAMS

Applicant Priority #: 4

Project Title: Districtwide Safety/Security

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: District-wide safety/security upgrades | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The majority of Mapleton's school buildings were built in the 1950's – 1960's which include Bertha Heid-1955, Clayton-1960, Global-1961, MELC-1950, Monterey-1960, Valley View-1959 and Western Hills-1957. The Meadow School was built in 1978.

The CDE School Assessment Reports for the Mapleton School District identifies numerous site and building deficiencies. District staff has reviewed the reports and prioritized the most glaring problems that need immediate attention to address safety-security concerns for students and staff.

Mapleton school district's top priority safety-security deficiencies are at the Bertha Heid campus, Clayton campus, Global Leadership Academy, Meadow Community School, Mapleton Early Learning Center (MELC), Monterey Community School, Valley View School, and Western Hills Campus. The District's top priorities are outdated fire alarms, buildings without fire sprinklers, unsecure and unsupervised building entrances, inadequate and unsafe playground equipment, kitchen equipment that lacks proper hoods/ fire protection and is jeopardy of being "red flagged" by local fire safety officials, classrooms and hallways with asbestos floor tiles, buildings without ADA compliant student restroom groups and damages sanitary sewer systems.

The solution per school to the district wide deficiencies related to lack of security at main entrances, lack of fire sprinklers, outdated and fire alarms, unsafe playground equipment, unsafe hallways and classroom environments due to asbestos floor tiles and unsafe kitchen equipment/ non-code compliant hoods.

The proposed solution will be to renovate the schools as outlined below:

-Renovation

- Upgrade fire alarm system for safety.
- Install fire sprinkler system for safety.
- Install security system with color cameras and digital video recorders.
- Upgrade to authorized entry locks at main entrances.
- Remove, abate and replace floor tiles in classrooms and corridors.
- Upgrade kitchen equipment to meet code.
- Renovate main student restrooms for ADA compliance.
- Repair/Replace sanitary sewer piping system.
- *Relocate backflow preventer to basement.
- *Replace direct waste vent for restrooms.

The Mapleton school district is applying for this grant because the cost of correction of these safety-security deficiencies far exceeds the district's annual capital construction budget.

Issue: Other

Deficiencies Associated with this Issue:

The following is a summary of the Mapleton school district's top priority safety-security deficiencies at the Bertha Heid campus, Clayton campus, Global Leadership Academy, Meadow Community School, Mapleton Early Learning Center (MELC), Monterey Community School, Valley View School, and Western Hills Campus. The District's top priorities are outdated fire alarms, buildings without fire sprinklers, unsecure and unsupervised building entrances, inadequate and unsafe playground equipment, kitchen equipment that lacks proper hoods/fire protection and is jeopardy of being "red flagged" by local fire safety officials, classrooms and hallways with asbestos floor tiles, buildings without ADA compliant student restroom groups and damaged sanitary sewer systems.

Outdated Fire Alarms- The buildings fire alarm are old, outdated and have parts that are not obtainable any more. The local fire department has written up their summary of violations on the fire alarm (see attached report); the repairs are not possible without system replacement and the district cannot make the needed replacement within the available funds. The district has scavenged parts from demolished schools in other states in order to keep the systems operational.

Lack of Fire Sprinklers – The buildings do not have fire sprinkler systems. Because of this, it's even more essential that the fire notification systems be operating flawlessly.

Unsecure Facilities - When constructed in the 50s, most district schools did not consider safety and security when designing entrances and position of administrative monitoring of visitors. The buildings have no closed circuit video cameras or recorders. The main entrances to the building do not have access controls (i.e. keycard or keypad access) and many exterior doors are unlocked with no controlled access every day.

This is of huge concern to the school district due to the changing urban environment.

Supervision of numerous entries is challenging due to location of offices within the schools. Several schools have sitelines which do not allow viewing of the front entrance from the office.

Inadequate/Unsafe Playgrounds - None of the district playgrounds have updated play surfaces (Fibar), but instead use pea gravel, which is not ADA compliant and does not adequately protect children from injury during play. Because of the cost of replacing the play surface, the schools have outdated and unsafe playground equipment. Some equipment is wooden with portions that are splintering and rotten. The equipment is not age-appropriate for primary or intermediate students attending the various schools.

Unsafe Kitchen Equipment – Most hoods over cooking surfaces do not meet current code and lack proper fire suppression systems. Serving lines need replacing to lack of security gates. New HACCP rules require replacement of outdated warming wells to protect children from food-bourne illnesses.

Asbestos Containing Floor Tiles – Schools have substantial amounts of asbestos containing floor tiles in hallways and classrooms. Some floor tiles are exposed, while others have been overlaid with carpet. Where the carpet has become worn, it cannot be replaced without pulling up asbestos-laden tiles, and thus is forced to remain.

Non-ADA Compliant Student Restrooms - There are no ADA compliant student restroom groups in the Valley View School and the Monterey Community School.

Damaged Sewer Piping – The Western Hills school building has a damaged sanitary sewer system. This has led to numerous staff, student and parent complaints about odors in the building. School classes have had to be moved frequently to avoid the smell.

Proposed Solution to Address the Deficiencies Listed Above:

The following is an outline of the solution per school to the district wide deficiencies related to lack of security at main entrances, lack of fire sprinklers, outdated and fire alarms, unsafe playground equipment, unsafe hallways and classroom environments due to asbestos floor tiles and unsafe kitchen equipment/non-code compliant hoods.

Bertha Heid Campus

-Renovation

Install security system with color cameras and digital video recorder.

Upgrade to authorized entry locks at main entrances.

Install fire sprinkler system for safety.

Upgrade fire alarm system for safety.

Install new playground equipment.

Remove, abate and replace floor tiles in classrooms and corridors.

Upgrade kitchen equipment to meet code.

Clayton Campus

-Renovation

Install security system with color cameras and digital video recorder.

Upgrade to authorized entry locks at main entrances.

Install fire sprinkler system for safety.

Upgrade fire alarm system for safety.

Install new playground equipment.

Remove, abate and replace floor tiles in classrooms and corridor.

Add handrail to existing sidewalks at playing fields.

Upgrade kitchen equipment to meet code.

Global Leadership Academy

-Renovation

Install security system with color cameras and digital video recorder.

Upgrade to authorized entry locks at main entrances.

Install fire sprinkler system for safety.

Upgrade fire alarm system for safety.

Install new playground equipment.

Remove, abate and replace floor tiles in classrooms and corridors.

□

Meadow Community School

-Renovation

Install security system with color cameras and digital video recorders.

Upgrade to authorized entry locks at main entrances.

Install fire sprinkler system for safety.

Upgrade fire alarm system for safety.

Remove, abate and replace floor tiles in classrooms and corridors.

Install new playground equipment.

Upgrade kitchen equipment to meet code.

Mapleton Early Learning Center

-Renovation

Install security system with color cameras and digital video recorders.
Upgrade to authorized entry locks at main entrances.
Install fire sprinkler system for safety.
Upgrade fire alarm system for safety.
Remove, abate and replace floor tiles in classrooms and corridors.

Monterey Community School
-Renovation

Install security system with color cameras and digital video recorders.
Upgrade to authorized entry locks at main entrances.
Install fire sprinkler system for safety.
Upgrade fire alarm system for safety.
Install new playground equipment.
Remove, abate and replace floor tiles in classrooms and corridors.
Renovate main student restrooms for ADA compliance.
Upgrade kitchen equipment to meet code.

Valley View
-Renovation

Install security system with color cameras and digital video recorders.
Upgrade to authorized entry locks at main entrances.
Install fire sprinkler system for safety.
Upgrade fire alarm system for safety.
Install new playground equipment.
Remove, abate and replace floor/ceiling tiles in classrooms and corridors.
Renovate main student restrooms for ADA compliance.
Upgrade kitchen equipment to meet code.

Western Hills Campus
-Renovation

Install security system with color cameras and digital video recorders.
Upgrade to authorized entry locks at main entrances.
Install fire sprinkler system for safety.
Remove, abate and replace floor tiles in classrooms and corridors.
Upgrade kitchen equipment to meet code.
Repair/Replace sanitary sewer piping system.
Relocate backflow preventer to basement.
Replace direct waste vent for restrooms.

How Urgent is this Project:

Fire Alarms and Sprinklers: The need for these items is critical. So far, we have been fortunate to locate replacement parts by searching the entire United States. Because many of our schools contain wooden glu-lam beams or have wood frame additions, sprinkling the sites is highly recommended by Thornton and North Washington fire departments.

Site Security: In 2010, a student was murdered just a few blocks from Skyview, Bertha Heid and Clayton sites. The neighborhoods are becoming much more urbanized, and the need for student security is very high. Monitoring the front entrances must be accommodated as soon as possible.

Playgrounds: Of primary importance is the replacement of pea gravel with more appropriate fibar surfacing. When that is accomplished, the district can begin to better maintain and replace its existing play structures. Until then, the district cannot provide ADA access to handicapped students.

What is the Cost Associated with this Project:

\$10,175,773

How Does this Project Conform with the Construction Guidelines:

Due to the limited scope of the safety-security projects, the renovations will only address to the following guidelines for the existing buildings:

3.5. A building fire alarm and duress notification system in all school facilities designed in accordance with State and Local fire department requirements. Exceptions include unoccupied very small single story buildings, sheds and temporary facilities where code required systems are not mandatory and the occupancy does not warrant a system.

3.6. Facilities with safely managed hazardous materials such as asbestos found in Vinyl Asbestos Tile and mastic, acoustical and thermal insulation, window caulking, pipe wrap, roofing, ceiling tiles, plaster, lead paint and other building materials. Public schools shall comply with all AHERA criteria and develop, maintain and update an asbestos management plan kept on record at the school district.

3.7. Facilities equipped with closed circuit video and keycard or keypad building access.

3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or via a video camera system. All other exterior entrances shall be locked and have controlled access. Interior classroom doors shall have locking hardware for lock downs and may have door

sidelights or door vision glass that allow line of sight into the corridors during emergencies.

3.14. Food preparation and associated facilities equipped and maintained to provide sanitary facilities for the preparation, distribution, and storage of food as required by Colorado Retail Food Establishment Rules and Regulations 6 CCR 1010-2.

3.17. A facility that complies with the American Disabilities Act (ADA) providing accessibility to physically disabled persons.

3.19.6. Playgrounds shall be protected by adequate fencing from other exposures such as ball fields, where injuries could occur due to flying balls. Play equipment shall be installed pursuant to the manufactures specifications and current industry safety and State of Colorado Insurance pool requirements. Provide play equipment that complies with the Americans with Disabilities Act. All playground equipment shall be purchased from an International Playground Equipment Manufacturers Association (IPEMA) certified playground equipment manufacturer with adequate product liability insurance. Each piece of equipment purchased shall have an IPEMA certification. Provide a firm, stable, slip resistant, and resilient soft surface under and around the play equipment.

4.10.10. Commercial kitchen, with cooking and refrigeration equipment, dry storage, and ware washing area unless food is prepared and delivered from another location;

How does the Applicant plan to Maintain this Project if it is Awarded:

Fire Alarms and Sprinklers - Upon replacement of the alarm systems and installation of sprinklers throughout the buildings, the district maintenance budget will be used to adequately maintain the systems. The ditrict currently contracts with an alarm systems contractor to provide these services at an annual cost of \$17,000.

Safety/Security of Entrances - Upon installation of new digital monitoring systems, the district will assign maintenance and upkeep responsibilities to the district technology department. This department receives funding through a separate mill levy approved in 2000.

Playground Upgrades - Upon replacement of play surfaces and inoperable equipment, the district will dedicate capital reserve funds to a regular replacement cycle for play equipment. Approximately \$60,000 per year will be allocated to funding replacement equipment and refreshing fibar surfaces.

Kitchen Upgrades - Upon replacement of hood fire supression systems, the district will monitor the function of the equipment and maintain/repair as necessary. The district contracts with a kitchen equipment firm to monitor and maintain this equipment at \$25,000 per year.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$250,000

CDE Comments:

Funded FTE Count:	5,176	Bonded Debt Approved:	
Assessed Valuation:	\$477,132,910.00	Year Bonded Election Approved:	
PPAV:	\$92,190.69	Bonded Debt Failed:	\$70,000,000
Bonded Debt:	\$12,860,000.00	Year Bond Election Failed:	2007
Total Bonding Capacity:	\$95,426,582.00	2009 Bond Election Results:	FAILED
% of Bonding Capacity Used:	13.48%	Median Household Income:**	\$17,649.00
Bond Capital Remaining:	\$82,566,582.00	Free or Reduced Lunch %:	66.75%
Existing Bond Mill Levy:	3.638	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	Yes
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$8,954,680.00	Affected Sq Ft:	356,100
Current Project Match:	\$2,238,670.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$11,193,350.00	CDE Minimum Match Percent:	41
Previous Grant Awards:	\$0.00	Actual Match Provided:	20
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	47.42%
Future Matches:	\$0.00	CFI:	91.18%
Total for all Phases:	\$10,175,773.00	Inflation:	0
Cost Per Sq Ft:	\$28.00		
Cost Per Pupil:	\$2,793.00	Davis- Bacon Wage Requirement:	\$508,789

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Westminster 50 – Fairview Elementary School

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	32,672
Replacement Value:	\$7,000,340
Condition Budget:	\$4,266,687
Total FCI:	60.95%
Energy Budget:	\$11,435
Suitability Budget:	\$2,118,000
Total RSLI:	12%
Total CFI:	91.4%
Condition Score:	1.95
Energy Score: (20%)	1.40
Suitability Score: (40%)	3.70
School Score:	2.54



Westminster 50 – Metz Elementary School

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	33,736
Replacement Value:	\$7,314,267
Condition Budget:	\$4,627,346
Total FCI:	63.26%
Energy Budget:	\$0
Suitability Budget:	\$1,750,800
Total RSLI:	16%
Total CFI:	87.2%
Condition Score:	1.84
Energy Score: (20%)	3.85
Suitability Score: (40%)	3.92
School Score:	3.07



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: WESTMINSTER 50

Project Rank: 0.39

County: ADAMS

Applicant Priority #: 1

Project Title: New ES

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The facility master plan for the district calls for the closure of Metz and Fairview elementary schools and the building of a new elementary on the present Clear Lake Middle School Site.

Issue: New School

Deficiencies Associated with this Issue:

1. Both Metz and Fairview have safety issues with inadequate bus/parent/student drop off zones. There is only one drop off area for buses and cars. Cars are parked up and down the street in front of the school. Pedestrians walk between vehicles. (See pictures)
2. There have been five complaints about possible mold at Metz Elementary since 2002. In 2003 a laboratory analysis found Aspergillus mold in the lounge. In 2009 the district had drywall removed from the basement of Metz for mold remediation. This required asbestos abatement of the drywall. Many of the areas have carpet installed over carpet, which provides an optimum area for mold to grow. To remove the carpet would require asbestos abatement.
3. Metz has only one set of restrooms available to the students in the building.
4. There has been 11 complaints of mold and/or indoor air quality issues at Fairview. The building has been tested for mold many times, as well as for radon, asbestos, air, and water sampling yet the illness/complaints keep coming. Many of the areas have carpet installed over carpet, which provides an optimum area for mold to grow. To remove the carpet would require asbestos abatement.
5. Fairview has seven modular classrooms on the site. These are not the best classroom learning situations for students.
6. Metz needs the following upgrades: Remove/replace mechanical system, electrical upgrades, replace roof, safety/remodel, replace windows, replace flooring, upgrade interior/exterior finishes, energy saving, increase storage. Metz has a FCI of 63.26 and a condition score of 1.84 by the state assessment complete in 2009. The state's condition budget summary is \$4,627,346.
7. Fairview needs the following upgrades: Remove/replace mechanical system, electrical upgrades, replace roof safety/remodel, replace windows, replace flooring, upgrade interior/exterior finishes, energy saving, increase storage. Fairview has a FCI of 60.95, and a condition score of 1.95 according to the state assessment of 2009. The state's condition budget summary is \$4,266,687.
8. Metz is overcrowded. To retain all current programs, and meet district standards of 24 students per class, the school has a maximum capacity of 360 students. There are presently 420 students enrolled. At present, closets are being used as learning spaces.

Proposed Solution to Address the Deficiencies Listed Above:

Demolish the existing Clear Lake Middle School building, and build a new elementary on that site. The site is owned by Adams County School District 50. New elementary would be 85,000 sq. ft. and have a student capacity of 650-700. The new elementary would be similar in number of classrooms and spaces to our newest elementary, Hodgkins Elementary, that was complete in 2008. We would increase the gym and cafeteria size.

How Urgent is this Project:

This grant request is somewhat urgent due to the health and safety deficiencies of the other two elementary schools.

What is the Cost Associated with this Project:

22,302,182

How Does this Project Conform with the Construction Guidelines:

The district will conform to the Public School Construction Guidelines in their entirety, except for the following:

How does the Applicant plan to Maintain this Project if it is Awarded:

The district will require a warranty on the building, and a 30 year warranty on the roof. The district maintains all buildings through recurring capital reserve funds for the following areas, painting, roof repair, asphalt repair, concrete repair. The district allocates general fund dollars for as needed repairs, bleacher repair, glass repair, carpentry repairs, electrical repairs, HVAC repairs, key and door repairs, etc.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$50,000

CDE Comments:

VERY LITTLE INFORMATION PROVIDED REGARDING PLANNING, SCOPE AND COST MAKING THIS DIFFICULT TO PROPERLY

Funded FTE Count: 8,852
Assessed Valuation: \$551,961,890.00
PPAV: \$62,350.96
Bonded Debt: \$104,535,000.00
Total Bonding Capacity: \$110,392,378.00
% of Bonding Capacity Used: 94.69%
Bond Capital Remaining: \$5,857,378.00
Existing Bond Mill Levy: 14.75
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Bonded Debt Approved: \$98,600,000
Year Bonded Election Approved: 2006
Bonded Debt Failed:
Year Bond Election Failed:
2009 Bond Election Results: N/A
Median Household Income:** \$19,552.00
Free or Reduced Lunch %: 72.26%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$17,797,141.00
Current Project Match: \$5,620,149.00
Current Total Project Cost: \$23,417,291.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$22,302,182.00
Cost Per Sq Ft: \$262.00
Cost Per Pupil: \$31,860.00

Affected Sq Ft: 85,000
Master Plan Complete: Yes
CDE Minimum Match Percent: 24
Actual Match Provided: 24
Was a Waiver Letter Required: N/A
FCI: 62.11%
CFI: 89.30%
Inflation: 4
Davis- Bacon Wage Requirement: \$0

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Falcon 49 – Horizon Middle School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	66,380
Replacement Value:	\$17,426,891
Condition Budget:	\$7,676,534
Total FCI:	44.05%
Energy Budget:	\$23,233
Suitability Budget:	\$7,798,200
Total RSLI:	29%
Total CFI:	88.9%
Condition Score:	2.80
Energy Score: (20%)	2.60
Suitability Score: (40%)	3.20
School Score:	2.92



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: FALCON 49

Project Rank: 0.39

County: EL PASO

Applicant Priority #: 1

Project Title: MS Renovation and Addition

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

This request is for an addition/renovation to Horizon Middle School (HMS) within Falcon School District 49 (FSD49) in southeastern El Paso County. Time, stresses of overcrowding and an overall inadequate building design, have resulted in significant deficiencies at HMS that affect the health and safety of students. In addition, HMS requires on-going and repeated maintenance. Previous D49 bond initiatives and overrides were dedicated to building new schools to address the unprecedented growth in the District (approximately 7-12% annually from 2002-2009) and did not provide funds for remediation of existing schools.

In 1985, when HMS Middle School (HMS) was built, FSD49 was low on funds and to minimize costs everything in the building was reduced in size, including the width of the hallways forcing unsafe conditions for students. The east-west corridor connecting the academic wings to the cafeteria, library, gyms and visual and performing arts is so narrow that all lockers were removed and one-way signage installed directing student traffic to exit the building and walk outside to enter their next classroom. In an emergency this combination of restricted exit width and one-way signage poses a big safety issue, especially since the building is not sprinklered.

The site's drainage is poor on the north and east sides of the building and water drains into the gym. Students forced outside to change classes are greeted with mud, ice, puddles and uneven ground, and the only "sidewalks" are drain pans. Water pools and freezes in winter inviting students to play on it like a skating rink while others are forced to weave in and around to get to their classes. These conditions are really difficult for students with physical disabilities.

Built to house 575 students HMS now serves just under 700 students, with an additional 228 overflow students (who live within the HMS boundary) being sent to Skyview Middle School (SMS). Overcrowding has been addressed by adding modular units that are in disrepair and deteriorating. Student often exit modulars and cross an active parking lot and service drive to get to their next class. Most of the modular units do not have toilets so students travel long distances outside to access facilities in the main building. With students entering and exiting the buildings so frequently, and multiple doors being open throughout the day, the ability to monitor the building entrances is compromised. Also the site is unsecured with no fencing along the property line for protection, and no safety during a possible lock down situation. Only one exterior camera is present outside, which is not located in a position to view the modular units.

The entrance to HMS is unsecure and has no barriers to prevent forced entry, nor is there an entry vestibule to contain visitors entering the building before clearance.

The classrooms in the 6th and 7th grade wings of the main building are very small, 575 – 710 square feet, and house up to 32 students -- making it 18-22 s.f. per child. Also, the cafeteria has a tiered floor with students' tables and chairs set up along an unrailed edge where students trip and fall. This design prohibits feeding enough students at a time so lunch begins at 10:30 in the morning followed by six consecutive lunch periods. The wood shop lacks a dust collection system and explosion proof light fixtures. The art room is very small and has an exposed kiln within the room.

HMS is implementing an academically rigorous International Baccalaureate (IB) Program that is research focused and emphasizes inquiry-based learning that needs space for students to spread out and work in teams on models and manipulatives that require lots of space and much more storage.

In conclusion, FSD49 is requesting assistance through the BEST Grant to aid in the correction of the health and safety concerns and building inadequacies identified at HMS.

Issue: Other

Deficiencies Associated with this Issue:

Eight major deficiencies have been identified and most affect the health and safety of our students. These deficiencies have been identified by our Director of Planning, our Facilities and Maintenance Director, our Safety and Security Manager, inspections by fire marshals and law enforcement safety and emergency preparedness experts, school staff, through the 2010 CDE Final School Assessment Report, and most recently by our architect for the renovation/ addition.

Deficiency 1: Egress Deficiencies

The classrooms in the original portion of the building are organized around narrow 6'-0" to 8'-0" wide corridors. Exiting these classrooms has been an ongoing problem so the school has removed lockers and has put up signage to direct the students to flow in one direction. Students must exit out of the building and walk around the exterior of the building entering again near their classroom. The one way traffic could be confusing during an emergency as the young students try to exit the building. The corridor leading from the east side classrooms to the west side gym, cafeteria and art rooms and west side modulars is also too narrow for the students to safely travel through.

Correction: The addition will provide code compliant exiting to allow students to safely use the classrooms and exit in an organized, efficient

manner. The corridor connecting the east side classrooms to the west side spaces will also be widened to provide safe passage.

Deficiency 2: Site/Building Security

Currently there are a number of issues resulting in a deficiency with site and building security. At the entry, there are no barriers to prevent forced entry. There is no entry vestibule that would require someone entering the building to check in before admittance. With students entering and exiting the building at multiple locations to travel between the building and the modulars, multiple doors are open throughout the day, limiting the ability to monitor the building entrances.

Correction: The addition/remodel project will provide address these safety deficiencies. Sufficient classrooms space will eliminate the modular buildings. The entry will be redesigned to allow entrants to be checked in before they gain access to the building. Bollards will be included at the new entrance to prevent forced entry.

Deficiency 3 : Site Circulation

Entrance to the site and parking occurs on Piros Dr. on the south side of the building. The buses enter and park at the curb, nose to tail. The visitor parking is south of the bus lane. There is no designated fire lane. There is no provision for student drop off on the school property. Currently parents drop off students on the street and often then u-turn in the street to leave, often u-turning over a cross walk. The students must cross street traffic and bus traffic to enter the school. There are modular buildings located on the west side of the school's parking lot and service entry. Students must cross this parking lot and service entrance as they travel back and forth from the modulars to the building.

Correction: The proposed site work will provide separated faculty parking and bus lane on the east side of the school providing safe loading and unloading of the school buses. New visitor parking and student drop off will be located on the south side at the main entrance this will allow parents to safely drop off their children on the school property and then exit without u-turning in the middle of the street. A fire lane will also be designated to facilitate emergency vehicles access to the building. The additional classroom spaces will eliminate the need for the modular buildings and correct this safety issue.

Deficiency 4: Facilities for educational programs

Currently the building has insufficient space for several programs creating the need for the modular classroom space. The classrooms within the original portion of the building are small 539 – 710 square feet with over 30 students in some class periods, which is equivalent to 18-22 square feet per child. The school also provides an International Baccalaureate educational program which requires sufficient space for a more hands on approach to teaching. The existing facility does not provide classrooms of adequate size and quantity to meet the program needs. The current wood shop does not have a dust collection system or explosion proof light fixtures. The kiln is in an open corner of the art classroom.

The existing cafeteria has a tiered floor with student's tables and chairs set up along an unrailed edge resulting in students falling into the lower portion of the floor. This also does not allow enough tables to be set up to feed enough students at a time, consequently the school starts serving lunch at 10:30 in the morning and runs six lunch periods..

Correction: The addition/remodel project will provide adequately sized classrooms with sufficient space and storage to accommodate the class size and the corresponding activities. A dust collection system and the correct lighting system will be added to the wood shop and the art room will be relocated into a new space with a room for the kiln to separate it from the students. The floor in the cafeteria will be leveled to provide a safe surface for seating and expanded to enable more students to occupy the space.

Deficiency 5: Modular Classrooms

Because the D49 philosophy is to protect our students from the pressures of overcrowding rather than increase class sizes, modular units and additional teachers have been added to HMS and Skyview over the years. Most of the modular units do not have toilet facilities which forced students, again, to go outside to use toilet facilities in the main building. Additionally, all of the modular units have outlived their life-expectancy and some have areas where the floor itself has rotted through. Again, this additional forced exposure to the elements is a critical health and safety hazard for our students.

Correction: With the proposed renovation/addition all modular units on the site will be eliminated, allowing students to remain within the main building, and not crossing parking lots.

Deficiency 6: Fire Protection System

The existing Ansul system in the kitchen is not working and according to recent fire inspection must be replaced immediately due to the fire hazard. (ATTACHMENT 3). According to the fire inspector the entire Ansul system is pre-uL 300, the hood exhaust is not operational, electric under hood including lights does not turn off upon activation, there is no make-up air system and the system is red-tagged until resolved and is not to be used until compliant with code.

Correction: The system for the exhaust hood needs to be replaced and in compliance with current codes.

Deficiency 7: Site Drainage

The site's drainage is insufficient on the north and east sides of the building. The water drains into the building on the north side into the gymnasium. Most of the site shows signs of erosion. Again, students being forced outside to pass between classes are often greeted with mud, ice, puddles and uneven ground. As there are not sidewalks, students use drain pans as sidewalks. Water pools near the modular classes and freezes in winter, inviting students to play on it like a skating rink, but others are forced to navigate through and around such areas to get to their classes. This is particularly a problem for some of the SPED students with disabilities whose classes are in modular units.

Correction: The proposed additions will address these areas and the drainage deficiencies will be corrected.

Deficiency 8: Site Lighting

The parking lot and building entrance are insufficiently lit creating dark areas around the building making it a target for vandalism and dangerous to walk from the building to the parking lot.

Correction: The site lighting and building lighting will be upgraded as part of the remodel project.

NOTE: PLEASE SEE ATTACHMENTS FOR COMPLETE DETAIL ON ALL ASPECTS OF THE PROJECT AND ITS ABILITY TO ADEQUATELY ADDRESS ALL DEFICIENCIES.

Proposed Solution to Address the Deficiencies Listed Above:

Three options were considered in the overall solution for the deficiencies cited above--1) remodel/renovate only, 2) partial renovation with a partial rebuild 3)raze existing school and rebuild a new school. Because an addition had been added as recently as 2003, and areas such as the kitchen and original gymnasium are functional. Weighing costs options of a brand new school compared with a partial renovation/partial rebuild, the option to build a new school was ruled out. However, to only remodel/renovate would not have addressed the most critical problem...the width of the corridors for the number of students and the location of load bearing walls. Our architects came up with an addition/remodel to most adequately address the deficiencies at the school.

The cost break-out for the addition/remodel is:

addition costs: \$13,804,692/58,000 s.f. = \$238 per s.f.

renovation costs:\$2,455,251/48,000 s.f. = \$51.15 per s.f.

How Urgent is this Project:

The width of the corridors creates circulation problems causing the school to address the problems in multiple ways. During passing periods, not all students can pass in the hallways due to the size limitations of the hallways. Many of the students are required to go outside the building and walk around to an outside door located near their next classroom. The hallways in the building have one way arrows to help with directing the remainder of students indoors. In case of an emergency, the students would not be able to exit the building safely should all the staff and student body be entering into the narrow corridors at the same time. These problems will only be compounded as the district continues to grow.

What is the Cost Associated with this Project:

\$16,259,943.00

How Does this Project Conform with the Construction Guidelines:

Listed below is conformity/non-conformity to PSC Guidelines. Line reference is follow by NOTE: regarding specific PSC conformity or non-conformity at Horizon Middle School.

3.3. Constructed with fire rated corridors and area separation walls as determined by a Facility Code Analysis.

NOTE: No sprinkler system, but has fire rated separations at horizontal exits

3.5. A building fire alarm and duress notification system in all school facilities designed in accordance with State and Local fire department requirements. Exceptions include unoccupied very small single story buildings, sheds and temporary facilities where code required systems are not mandatory and the occupancy does not warrant a system.

NOTE:A fire alarm system exists, but is out of date.

3.6. Facilities with safely managed hazardous materials such as asbestos found in Vinyl Asbestos Tile and mastic, acoustical and thermal insulation, window caulking, pipe wrap, roofing, ceiling tiles, plaster, lead paint and other building materials. Public schools shall comply with all AHERA criteria and develop, maintain and update an asbestos management plan kept on record at the school district.

NOTE: Asbestos Management Plan exists see attachment #15.

3.7. Facilities equipped with closed circuit video and keycard or keypad building access.

NOTE: There is one key card neat cafeteria and have closed circuit video. Only one exterior camera at the entry.

3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or via a video camera system. All other exterior entrances shall be locked and have controlled access. Interior classroom doors shall have locking hardware for lock downs and may have door sidelights or door vision glass that allow line of sight into the corridors during emergencies.

NOTE: All exterior doors can be locked, but do not have controlled access, due to students moving between modulars and the school, as well as passing between classes by exiting the front of the school and re-entering in the back near the classrooms.

All have Columbine locks and windows

3.18.1. Physical routes for basic modes (buses, 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. This effort should include planning dedicated turn lanes;

NOTE: The areas are not separated

3.18.2. When possible, provide a dedicated bus staging and unloading area located away from students, staff, and visitor parking. Curbs at bus and vehicle drop-off and pick-up locations shall be raised a minimum of six inches above the pavement level and be painted yellow. Provide

'Buses Only' and 'No entry Signs' at the ends of the bus loop;

NOTE: We do not have a dedicated bus staging area. It is located in the visitor parking lot and does not have "no entry" or "buses only" signs.

3.18.3. 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. Do not load or unload students where they have to cross a vehicle path before entering the building. It is recommended all loading areas have "No Parking" signs posted;

NOTE: There is no Parent drop off on the school Property. Students are dropped at the curb of the street and the parents often U-turn over a crosswalk on the road. Students do have to cross the visitor and bus parking area to get to the main entrance of the school

3.18.4. Solid surfaced staff, student, and visitor parking spaces should be identified at locations near the building entrance and past the student loading area;

NOTE: Some of the parking (staff and visitor) is in a non-paved area.

3.18.5. Provide well-maintained sidewalks and a designated safe path leading to the school entrance. Create paved student queuing areas at major crossings and paint sidewalk "stand-back lines" to show where to stand while waiting. Except at pick-up locations, sidewalks shall be kept a minimum of five feet away from roadways. There should be well maintained sidewalks that are a minimum of eight feet wide leading to the school and circulating around the school;

NOTE: Current student volume exceeds capacity of hallway at passing periods. This has forced the principal to make hallways one-way, meaning that during passing periods and exiting for lunch and going to classes, all students must exit the building, go all the way around to the doors on opposite side of the building, traversing partial sidewalks, and using drain pans as sidewalks, exposing them to the elements and unpaved and icy areas.

3.18.6. 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;

NOTE: The service area is directly off of the parking area, thus student travel from school to modulars within the service delivery area as well as in the dumpster areas, posing safety hazards.

3.18.8. Fire lanes shall have red markings and "no parking" signs posted;

NOTE: Fire lanes - some have yellow paint and some have red curbing

3.18.9. Consider restricting vehicle access at school entrances with bollards or other means to restrict vehicles from driving through the entry into the school.

NOTE: There are no bollards in front of the school and no other barrier to restrict vehicle access

3.19.1. New school sites should be selected that are not adjacent or close to hazardous waste disposal sites, industrial manufacturing plants, gas wells, railroad tracks, major highways, liquor stores or other adult establishments, landfills, waste water treatment plants, chemical plants, electrical power stations and power easements, or other uses that would cause safety or health issues to the inhabitants of the school. Consider fencing around the perimeter of the school sites with gates to control access. Gates shall have the capability to be locked to restrict access if desired;

NOTE: There is not fencing around the site for controlled access

3.19.2. When possible, arrange site, landscaping, playgrounds, sports fields and parking to create clear lines of site from a single vantage point. Keep shrubbery trimmed so that it will not conceal people;

NOTE: No clear line of sight due to site, where football field is way above the school, making it difficult to monitor unless you are on the field.

3.19.3. Locate site utilities away from the main school entrance and student playgrounds and sports fields whenever possible. Electric service equipment, gas meters and private water wells shall have fenced in cages to restrict access to unauthorized persons. Propane (LPG) tanks shall be installed in accordance with building and fire codes

NOTE: Gas meter is not fenced on sidewalk next to kitchen door.

3.19.5. Exterior buildings and walkways shall be lighted to protect and guide occupants during evening use of the school facility;

NOTE: There is some lighting in the parking areas, but it is limited. There is not enough lighting in the building entrance and perimeter

3.19.6. Playgrounds shall be protected by adequate fencing from other exposures such as ball fields, where injuries could occur due to flying balls. Play equipment shall be installed pursuant to the manufactures specifications and current industry safety and State of Colorado Insurance pool requirements. Provide play equipment that complies with the Americans with Disabilities Act. All playground equipment shall be purchased from an

International Playground Equipment Manufacturers Association (IPEMA) certified playground equipment manufacturer with adequate product liability insurance. Each piece of equipment purchased shall have an IPEMA certification. Provide a firm, stable, slip resistant, and resilient soft surface under and around the play equipment.

NOTE: The football field is not fenced.

4.3. Educational facilities for individual student learning and classroom instruction, connected to the Colorado institutions of higher education distant learning networks "internet two", with technology embedded into school facilities; embedded technology to provide adequate voice, data, and video communications in accordance with the Building Industry Consulting Services International's (BICSI) Telecommunications Distribution Methods Manual (TDMM).

NOTE: There is not a Distance Learning Lab

4.3.1. The material hereby incorporated by reference in these rules is the "Telecommunications Distribution Methods Manual (TDMM)" produced by Building Industry Consulting Services International (BICSI). 11th edition.

4.3.2. Later Amendments to the “Telecommunications Distribution Methods Manual (TDMM)” are excluded from these rules.

4.3.3. The Director of the Division of Public School Capital Construction Assistance, 1525 Sherman St. Denver, Colorado will provide information regarding how the “Telecommunications Distribution Methods Manual (TDMM)” may be obtained or examined.

4.3.4. A copy of “Telecommunications Distribution Methods Manual (TDMM)” may be examined at any state publications depository library.

4.8. Elementary, middle, high, and PK-12 buildings that functionally meet the recommended educational programming set forth below, are not over capacity, and are located in permanent buildings. Each facility should have the potential, or be planned for, expansion of services for the benefit of the students for programs such as full-day kindergarten and preschool, and school based health services.

NOTE: The school is overcrowded by 21% and there are ten classrooms held in modulars, additionally, there are 225 students that belong in this school who currently attend SVMS due to space constraints.

4.11. Middle schools (grades 6-8). When possible daylight with views shall be incorporated in all learning areas to supplement well-designed task oriented artificial lighting. The facilities should be designed to provide a vibrant, cheerful, learning environment for students and scaled for teenage occupancy. Acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors and other learning areas will create a learning environment that focuses the student’s attention. The following uses should be incorporated in middle school educational facilities:

NOTE: Little natural daylighting and no views from any classrooms due to small windows.

4.11.1. Based on local needs and desires, sports fields should be considered that include age appropriate equipment, gardens, shade structures and a gateway to the community. The objectives of the sports areas include: reducing discipline issues on school grounds, providing better physical education and resources for outdoor classroom projects and providing a gathering place for neighborhood families to watch sporting events. Based on local desired athletic programming, sports fields should be provided to accommodate track, football, soccer, baseball and softball sporting events along with basketball courts for school and community use;

NOTE: There is no vegetation, trees, gardens, shade structures, no outdoor classroom

4.11.2. Special education classroom;

NOTE: Special Education classes are held in modular classrooms no bathrooms in modulars forcing SPED to exit modular to use facilities in main building.

4.11.3. Special program room;

NOTE: Special program room is in modular

4.11.4. Classrooms should accommodate a maximum of up to 25 students and provide thirty two square feet/student with a minimum classroom size of 600 square feet. Ceiling heights in classrooms should not be lower than nine feet. The ideal classroom is rectangular in shape with the long axis 1.33 times longer than the short axis. Classrooms should have a source of natural light with a view, have conditioned well ventilated air, and provide all the necessary equipment, technology infrastructure, and storage to support the intended educational program;

NOTE: The classrooms in the 6th and 7th grade wings are very small, 575 – 710 square feet, and house up to 32 students, which is equivalent to 18-22 square feet per child.

4.11.5. Library/multimedia center (LMC) should be the heart of the school providing a flexible space for students, staff, parents and the community to read, write, meet, study, and research topics. The space should be designed with high ceilings and exposed structure and materials. The space should have abundant natural light, as well as well-designed artificial task lighting. Window shades should be incorporated to accommodate the use of audio visual equipment requiring darker environments;

NOTE: There is not natural lighting in this space.

4.11.6. Computer lab with technology embedded in classroom to support interactive whiteboards utilizing wireless internet access whenever possible;

NOTE: There are no interactive whiteboards

4.11.7. Distance learning lab should be centrally located in the interior of the school with no windows and isolated from sources of loud noise. To reduce acoustic effects, square rooms should be avoided, if possible. A cork shaped or rectangular room is a better shape, as it does not encourage standing waves (and thus echoes). Acoustic wall panels, heavy wall curtains and carpet flooring should be used in lieu of hard walls and floors to help acoustics. Labs should provide easy wireless access to computers and the internet. There should be at least two 20-lamp electrical circuits on dedicated breakers for the interactive distance learning video equipment;

NOTE: There is not a distance learning lab

4.11.8. Science lab with teaching demonstration table, emergency shower/eyewash, wet student work stations, and equipped with adequate instrumentation;

NOTE: Science classrooms do not have fume hoods and has limited instrumentation. Additionally, there is limited cabinetry and storage.

4.11.9. Family Consumer Science Lab

NOTE: No, do not have one.

4.11.10. Band classroom with conducting podium, instrument storage room and acoustic practice room. Band classrooms shall be physically separated from other classrooms to prevent sound transmission between areas;

NOTE: The band room does not have acoustical wall coverings and is located adjacent to the Cafeteria with a collapsible wall opening to the cafeteria / stage. This creates tremendous noise pollution to the extent that the band teacher has to speak into a microphone so his class can hear him. There are no instrument storage areas or practice rooms.

4.11.11. Vocal classroom with conducting podium and acoustic wall panels. Vocal classrooms shall be physically separated from other classrooms to prevent sound transmission between areas;

NOTE: Vocal music is held in a modular classroom with no amenities such as acoustical panels.

4.11.12. Art classroom with ample storage cabinets and counter sinks. Finish materials in art classrooms shall be smooth, cleanable and nonabsorbent;

NOTE: The art classroom is small with little storage space and not enough space for equipment, supplies, and materials.

4.11.13. Beginning shop, vocational, and agricultural Career and Technical Education (CTA) classrooms;

NOTE: The wood shop does not have a dust collection system or explosion proof light fixtures.

4.11.14. Performing arts support area to accommodate set design and building including dressing rooms with lockers, sinks, mirrors, and prop storage area;

NOTE: The Band room converts to a small stage area, other than this; there are no accommodations for a performing arts area. No storage areas.

4.11.16. Cafeteria/multipurpose room to support the school and community. The cafeteria ceiling heights should be higher than other areas in the school and incorporate day lighting when possible. A raised stage for school productions should be provided with curtains and theatrical lighting and sound systems;

NOTE: The cafeteria has a tiered floor, with student's tables and chairs set up along an unrailed edge resulting in students falling into the lower portion of the floor. This also does not allow enough tables to be set up to feed enough students at a time; consequently the school starts serving lunch at 10:30 in the morning and runs six lunch periods.

4.11.18. Weight training area with free weights, wall mirrors, exercise machines, rubber flooring, and protective wainscoting;

NOTE: There is not a weight training area.

4.11.19. Men and women's locker rooms with independent bathrooms, showers and locking metal lockers;

NOTE: There are locker-rooms, but very small and not enough lockers to meet the needs of all the student that use them.

4.11.20. Administrative offices, nursing area, bathrooms, conference, reception and building support areas to accommodate the educational program.

NOTE: Small and no conference room, nursing area moved to an existing teachers lounge to accommodate the proper number of cots required.

How does the Applicant plan to Maintain this Project if it is Awarded:

Falcon School District 49 will allocate \$375,000 per year for 40 years to maintain Horizon Middle School after the expiration of the 2-year construction warranty.

FSD49 Facilities and Maintenance Department has recently purchased a capital software program which will assist the district with tracking projects in regards to the maintenance and upkeep of buildings. Complemented by the baseline CDE Final School Assessment Report on all D49 school released in February 2010, this will include collecting, analyzing, tracking and recording data concerning the condition of the facilities and grounds. This will also help with maintaining life-cycle costs for items such as life-safety systems and devices, roofs, carpet, HVAC systems, boilers, painting, asphalt, plumbing and electrical upgrades, etc.

Currently the district has a capital renewal plan that prioritizes the maintenance projects for all schools in the district. The district has recently approved a board policy for the prioritization of Facility Improvements. These groups are prioritized as follows:

Priority Group 1 – Critical Projects

This group includes those projects that are deemed to be of utmost importance. For this reason, projects in this group need to be accomplished as soon as feasible and preferably within a year, subject to the availability of funds. The following are the types of projects that are included in priority Group 1.

• Projects involving health and safety (water supply that may become contaminated, poor traffic patterns that endanger pupil safety, potential structural failures, installation of emergency systems, etc.)

• Projects mandated by law (Americans with Disabilities Act, EPA regulations, state/local health department regulations, code revisions, etc.)

• Projects necessary to avoid a building or facility being temporarily closed (leaking boiler, cracked combustion chamber in a furnace, etc.)

• Projects that are necessary to prevent other damage to a building or site (extensive roof leaks that can cause interior damage, severe erosion along foundations and footings, etc.)

• Projects which retard deterioration or which will cause an inordinate increase in scope or cost if delayed beyond one year (roof deterioration that will impact other building components such as deck, insulation, electrical, flooring, wall finishes, if not corrected, extensive deterioration in pavement that could adversely affect sub grade conditions or that creates a safety hazard if not repaired, etc.)

• Projects which provide permanent additional capacity housing for students (when current enrollment at a school is greater than 125% of permanent program capacity, permanent facilities or other alternatives for housing students should be provided unless projections indicate a declining enrollment trend)

Priority Group 2 – Necessary Projects

This group includes those projects that are essential to support the facilities' mission and purpose. Although they are important in nature, they are not as critical and urgent as those projects in Group 1. Group 2 projects should be accomplished within the next five years, subject to availability of funds. Examples include:

 Necessary preventative repairs and improvements to maintain the integrity of and keep in operation a building or facility (replacement of equipment and systems that have served their useful life, including boilers, electrical panels, roofs, floor replacement, pavement overlay, etc.)

Falcon School District #49, El Paso County, Colorado Page 2 of 3

 Projects which provide permanent housing for students (new schools and additions required to permanently house current or projected enrollment not exceeding 125% of permanent program capacity, etc.)

 Projects which support existing instructional/auxiliary service programs (additions, renovation of open space classrooms, acoustical treatment in instructional areas, renovation of older schools to meet current or projected enrollment not exceeding 125% of permanent program capacity, etc.)

 Projects which support the expansion of or changes in instructional/auxiliary service programs (computer classrooms, modular technical education laboratories and similar improvements)

 Projects which provide operational efficiencies and economies (energy conservation projects, pavement sealing/overlays, ditch water irrigation systems, HVAC control automation and automated irrigation systems, and projects that provide a substantial cost avoidance or return on investment)

A large number of capital improvement needs are usually identified as Group 2 priorities. Therefore this priority group is divided into six sub-groups as follows:

Priority Group 2A

Necessary repairs and improvements to maintain the safety and integrity of the building and avoid imminent failure of a building system that would cause the facility to be shut down and/or result in a substantial loss (roof replacement, boiler replacement, heating pipe and domestic water pipe replacement, etc.)

Priority Group 2B

Projects required to house students in permanent facilities on a regular single track schedule (new schools or additions to existing schools where the projected five year future enrollment, based on the most current enrollment projection report, exceeds the permanent program capacity by 20% or more)

Priority Group 2C

Projects which support existing instructional/auxiliary service programs and will provide a substantial return on investment, including acoustical improvements, renovation of classroom facilities and renovation/upgrade of facilities 35 years old and older that have had no major remodeling during the last the years, including mechanical, electrical, core facility and flooring improvements as required.

Priority Group 2D

Projects which support existing instructional/auxiliary service programs, renovation/upgrade of facilities 30 years old and older that have had no major remodeling during the last ten years and site improvement projects required to provide safe and functional site facilities, including mechanical, electrical, core facility and flooring improvements as required.

Priority Group 2E

Projects which support existing instructional/auxiliary service programs, renovation/upgrade of facilities 25 years old and older that have had no major improvements during the last ten years, including mechanical, electrical, core facility and flooring improvements as required.

Priority Group 2F

Necessary maintenance or repairs to maintain the site facilities (pavement, drainage and other projects which provide operational efficiencies and economies (and projects that support the expansion of instructional/auxiliary service programs (computer labs, modular technical education laboratories, etc.)

Priority Group 3 – Deferrable Necessary Projects

Projects in this group are identical to those in Group 2 except they may be deferred beyond five years.

Priority Group 4 – Desirable Projects

Desirable projects are those that improve the environmental qualities of a building or site above adopted district standards (installation of plantings and shrubs, carpet replacement for esthetic reasons, etc.)

Site principals will be given the ability to adjust items within priority groups 3 and 4 as it directly affects their sites.

The school district's priorities are revealed by the way its buildings are maintained and the importance that is assigned to the life-cycle replacement process. An example of this would be the health and safety maintenance of facilities, which is something that cannot be deferred. Emphasis is placed on preserving existing buildings, however funding shortfalls can make it difficult to achieve these goals.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$375,000

CDE Comments:

THIS PROJECT ADDRESSES THE HEALTH AND SAFETY ISSUES AT HORIZON BUT WILL ALSO REDUCE THE OVERCROWDING ISSUES AT SKYVIEW WHICH IS ACCEPTING HORIZON STUDENTS.

Funded FTE Count:

12,846

Bonded Debt Approved:

\$28,000,000

Assessed Valuation: \$656,524,910.00
PPAV: \$51,105.35
Bonded Debt: \$53,150,000.00
Total Bonding Capacity: \$131,304,982.00
% of Bonding Capacity Used: 40.48%
Bond Capital Remaining: \$78,154,982.00
Existing Bond Mill Levy: 11.212
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Year Bonded Election Approved: 2001
Bonded Debt Failed:
Year Bond Election Failed:
2009 Bond Election Results: N/A
Median Household Income:** \$21,406.00
Free or Reduced Lunch %: 17.06%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$9,214,887.00
Current Project Match: \$8,506,050.00
Current Total Project Cost: \$17,720,937.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$16,109,943.00
Cost Per Sq Ft: \$152.00
Cost Per Pupil: \$18,066.00

Affected Sq Ft: 106,000
Master Plan Complete: No
CDE Minimum Match Percent: 48
Actual Match Provided: 48
Was a Waiver Letter Required: N/A
FCI: 44.05%
CFI: 88.90%
Inflation: 2
Davis- Bacon Wage Requirement: \$110,000

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

West End Re-2 – Naturita Elementary School

Number of Buildings:	5
All or Portion built by WPA:	No
Gross Area (SF):	32,660
Replacement Value:	\$7,076,716
Condition Budget:	\$4,129,732
Total FCI:	58.36%
Energy Budget:	\$0
Suitability Budget:	\$1,187,000
Total RSLI:	9%
Total CFI:	75.1%
Condition Score:	2.08
Energy Score: (20%)	3.00
Suitability Score: (40%)	4.26
School Score:	3.14



West End Re-2 – Nucla Jr/Sr High School

Number of Buildings:	4
All or Portion built by WPA:	
Gross Area (SF):	48,613
Replacement Value:	\$12,811,131
Condition Budget:	\$7,600,720
Total FCI:	59.33%
Energy Budget:	\$17,015
Suitability Budget:	\$3,432,500
Total RSLI:	6%
Total CFI:	86.3%
Condition Score: (60%)	2.03
Energy Score: (0%)	2.50
Suitability Score: (40%)	3.80
School Score:	TBD



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: WEST END RE-2

Project Rank: 0.35

County: MONTROSE

Applicant Priority #: 1

Project Title: New PK-12 School

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The fortunes of the west end of Montrose County, like other areas of Colorado, has long been linked with the prosperity of the mining industry. In the Nucla / Naturita area, that mining was for uranium and vanadium. The uranium boom of the 1950's, that can be said to have lasted until the Three Mile Island incident in 1979, coincided with the construction of the majority school facilities in both Nucla and Naturita. Only two additions, to the elementary school in Naturita, have been built after 1980. The West End School District has been living since then with a decline in student enrollment, a decline in revenue, and aging facilities, requiring more and more of insufficient resources simply to maintain.

The enrollment in West End Schools for the 1960-61 school year was 1342 students. Those students attended campuses in Uravan, Paradox, Naturita, and Nucla. As the mining industry began to decline, so did the enrollment in the District. The number of students enrolled in the District decreased every year since the 1960-61 school year to a low of 335 in 2007-2008. In the fall 2009 count the District had an enrollment of 346 students.

Down through the years there have been several different campus configurations in the District. Elementary schools were located in Uravan, Nucla, and Paradox. Grades seven, eight, and nine were located in the middle school in Naturita. Students in grades ten, eleven and twelve attended the high school in Nucla. Uravan Elementary School was closed in 1984. Paradox Elementary was closed in 1997 and subsequently been replaced with a Charter School. The Nucla Elementary campus was closed in 2004 in accordance with the District's 2004 Master Plan and the facility is now for sale.

Grey Wolf Architecture, Inc. was retained by the District to survey the District's buildings and prepare a master plan in 2004. In 2008 the Board of Education felt that a re-assessment and up-dating of the associated cost estimates was necessary, since they had implemented certain recommendations of that plan and corrected a number of the deficiencies identified. The District advertised for RFQ's to do an assessment and update the Master Plan. The Board of Trustees interviewed the architectural firms responding to the RFQ. Blythe Group +co was engaged to conduct a facilities assessment of the current elementary school in Naturita, the junior/senior high school in Nucla and the District support facility in Naturita. The physical assessment was conducted in June 2008. A list of almost 200 separate deficiencies was compiled along with the estimated cost to remediate each of them.

Currently, the West End School District RE-2 consists of the two school campuses, in Naturita and Nucla, a Charter School, and a District Administration Building/Vehicle Maintenance Facility. The Junior/Senior High School campus in Nucla serves 128 students in grades seven through twelve. The Elementary School in Naturita provides instruction for 174 students in pre-kindergarten through sixth grade. The Paradox Valley Charter School in Paradox serves 44 students in Grades Pre-K through 8. The district administration, superintendent, business manager, and administrative assistant, function out of the administrative building in Naturita. In addition, this building houses the vehicle maintenance facility, food storage, warehouse, and maintenance office. School Board meetings are also held in this building.

Issue: New School

Deficiencies Associated with this Issue:

Nucla Junior/Senior High School (128 students in fall of 2009):

There are six structures on the Nucla campus that are used to provide the educational program. Of the six buildings, five are over fifty years old. The Junior High students, grades seven and eight, were combined with the Senior High School as a result of recommendations made in the 2004 Master Plan. Classes are held in three separate, unconnected buildings.

The building that is commonly now referred to as the Stone Building was constructed in 1938-1943. Initially, the building served as the main building for the High School. Down through the years the building has been reconfigured to serve many different educational settings. At one point in time it was called the Rock Building and housed the Industrial Arts and Vocational Trades. Currently the Stone Building houses the business classroom, computer lab, distance learning classroom, silk screening lab and classroom, and the art classroom. The Stone Building is not ADA compliant, has an inadequate electrical system, and a plumbing system that is beyond its useful life and in poor condition.

CDE BEST FY09-10 Grant Application Summaries

The Main Building, including the Gym, was constructed in 1954. The majority of the classrooms and the principal's office are located in the main building. The Gym includes a stage area. The building is two stories and, although there is an elevator and restroom to accommodate a special needs student, the remaining restrooms and other areas of the building are not ADA compliant. There is over 15,000 SF of deteriorating asbestos vinyl tile flooring throughout the building. It is not considered friable until broken. Students must be removed from a classroom or hallway area when the tile crumbles until repairs can be made according to the District Asbestos Abatement Plan.

The Auto Shop Building was built in 1953 and now serves as a storage and maintenance facility. The Brown Building was constructed

sometime in the nineteen fifties and was once the principal's office. It currently serves as the Athletic Director and Counselor offices. The Solarium was originally a two car garage that was converted to classroom space. The space is now used for choir classes.

The Garber Building was constructed in 1978. The facility contains a small practice gymnasium, locker rooms, and three classrooms. Seventh and eighth grade students attend classes in the Garber building. The building is a pre-engineered steel structure past its useful life. There are numerous roof leaks.

Throughout the past fifty years, attempts have been made to upgrade the buildings to meet the changes in educational instruction, implement new safety requirements, install improved mechanical equipment, and to add new technology. However, the construction of the main building makes it almost impossible to upgrade electrical wiring, plumbing, and install new technology, as most walls are solid masonry. As a result, there is electrical wire conduit suspended from the ceilings in various areas and on many walls in the classrooms. Much of the original fifty-five year old wiring is enclosed in the walls and has crumbling insulation which creates a significant fire hazard (3.10 –indicates construction guideline section, typical). The original plumbing is also enclosed in the walls and floors which makes major repairs very difficult or cost prohibitive. When repairs are made, the original pipe is often as much as seventy percent plugged with sediment (3.3). Water pressure is a major issue in many areas. Those buildings that have restroom facilities are not ADA compliant and do not meet code (3.17). The campus has several exposed technology and telephone wires that are strung from building to building and in the classrooms. The computer lab and business classroom have limited wall electrical outlets and require several extension cords to provide electricity to the computers in the classrooms. The extension cords pose a safety issue as a fire hazard and also as a tripping hazard as students walk around the room. The receptionist and principal offices are located interior to the main building. The main entrance door opens directly into the hallway to the classrooms and therefore, there is no monitoring of those entering the building at any time during the day which creates a significant security issue. There are no surveillance cameras at the campus. (3.9)

The bus drop-off and pick-up area for students riding the bus is integrated with the parent drop-off area. At times the area becomes congested and poses a significant safety hazard to both bus riders and car riders. Because of the location of the drop off area, students must walk through the student parking area to reach the main building which creates a continual hazardous situation. (3.18)

I. Nucla Jr/Sr High School Campus Site

A. Safety and Health Issues

1. There are excessive elevation differences between parking lots, play fields, and buildings on the site resulting in difficult access form parkin got classroom (3.17, 3.18)
2. Public parking, the bus drop off area and the school main entrance are all at different grade levels, but are all accessed from the same location on 4th Ave. which presents congestion and traffic flow issues. (3.18)
3. There is only one fire hydrant on 4th Ave. which is insufficient for fire protection. Fire truck access around the building does not exist. (3.4)
4. Handrails are required at various walkway ramps and stairs. (3.17)
5. Concrete sidewalks around buildings are cracked and settling. (3.19)
6. Hard surface play courts and parking areas are in poor condition. (3.19)

II. Main Building

A. Safety and Health Concerns

1. Vinyl asbestos tile (15,000 SF plus) and vinyl composition tile floors are in poor condition and need to be replaced. (3.6)
2. There is no fully compliant ADA accessible restroom on the site. (3.17)
3. There is inadequate ventilation in the building, raising air quality concerns. (3.11)
4. Pumps and piping are old and need to be replaced (3.3).
5. The pneumatic temperature control system is in poor condition. (3.11)
6. Exhaust in most areas is inadequate to meet code requirements. (3.11)
7. Drain waste and vent system is in need of replacement. (3.3)
8. Plumbing fixtures do not meet ADA standards or water usage requirements or code. (3.3, 3.17)
9. Drinking fountains do not meet ADA standards. (3.17)
10. Backflow prevention is not installed on all fixtures. (3.3)
11. Electrical service to the main building is inadequate. (3.10)
12. Main distribution panel needs to be replaced. Sub panels need to be replaced. (3.10)
13. Distribution wiring needs to be replaced. (3.10)
14. Lighting is inadequate in the hallways. (3.10)
15. Exit lights do not have battery backup. (3.10)
16. There is no standby power for the facility. (3.10, 4.6)
17. There is no emergency lighting. (3.10)
18. The intercom system does not work. (3.8)
19. The campus fire alarm system needs to be upgraded to meet current standards and codes. (3.5)
20. Bleachers are in need of repair and refurbishment.
21. Boiler room does not have code required combustion air inlets. (3.11)
22. Boiler and HW Heater flues do not meet current code installation standards. (3.11)
23. Boiler does not have the required fire separation.
24. Science room chemical storage shelving does not meet current safety standards. (3.15.1)
25. Science storage rooms do not have adequate or appropriate ventilation. (3.15.1)
26. Fume hood needs to be replaced. (4.13.6)
27. The electrical system on the main gym stage does not work correctly. (3.10)
28. Administration area is inadequate and located interior to the building which creates a problem monitoring outside visitors or intruders on the campus. (3.9)
29. The nurse's office is not co-located with the administration offices. (4.13.19)

B. General Deficiencies

1. Science room casework and lab tops are in poor condition.
2. Science room Brick veneer mortar joints are in poor condition.
3. Exterior doors, frames and hardware are in poor condition. (3.9)

4. Areas of the metal roof are in need of repair. (3.2)
5. Exterior sealants are in poor condition. (3.2)
6. Interior finishes are in poor condition and some walls need repair.
7. Glue on and lay in acoustical tiles are missing in numerous areas.
8. Carpet is in poor condition.
9. Doors and frames in poor condition throughout the building.
10. Ramp on lower level does not meet ADA requirements. Handrails are not installed at the ramp. (3.17)
11. Exterior hose bibs are not installed on the exterior of the building. (3.3)
12. Telephone system is inadequate and not installed to current standards.
13. The clock system is outdated and needs replacement.
14. There are no instructional storage rooms. (4.13.19)
15. There are no resource/projector rooms. (4.13.19)
16. There are no music practice rooms. (4.13.19)
17. The music room is not ADA accessible. (3.17)
18. There is inadequate gym storage at both gyms. (4.13.19)
19. The performance area is not adequate. Platform is not ADA accessible and there is no fire sprinkler system or smoke hatch. (3.17, 4.13.10)
20. There are insufficient electrical outlets in the classrooms. Many have only one outlet. (3.10)
21. Special Education and Special Needs rooms need to be adjacent to each other. (4.13.19)
22. Boys' locker room is in need of renovation. (4.13.19)
23. Computer work stations are poorly constructed and do not meet current educational standards. (4.13.3)
24. Science lab needs a general renovation. (4.13.6)
25. Signage through out the campus is inadequate. (3.3)
26. Roof soffits are in need of repair. Asbestos transite material. (3.6)
27. Clay block around the building is in need of repair or replacement, particularly at the base of the wall. (3.1)
28. Canopy at southeast corner of building is deteriorated (3.2)
29. There are numerous roof leaks at each rooftop unit due to improper flashing. (3.2)
30. An appropriate staff planning/conference room is needed. (4.13.19)
31. Gym floor has been sanded thin and is in need of replacement.

C. Technology

1. Sufficient space is needed for IT equipment repair.
2. The server is not located in a secure space. (4.13)
3. Science room computer work stations are poorly constructed and do not meet current educational standards. (4.13.3)

D. Maintenance Cost and Energy Efficiency

1. Maintenance costs are extremely high due to the age of the buildings and the inefficiency of outdated mechanical systems. The main building has been updated down through the years but still is very inefficient in consumption of energy.

III. Stone Building

A. Safety and Health Concerns

1. Restrooms are not ADA compliant. (3.17)
2. Plumbing fixtures do not meet ADA standards or water usage requirements or code. (3.3, 3.17)
3. Art department kiln does not have a heat capture hood nor is it vented in accordance with code. (4.13.9.1)
4. Plumbing system needs to be replaced. (3.3)
5. Electrical service is inadequate and needs to be replaced. (3.10)
6. Heating system is at the end of its useful life. (3.10)
7. Electrical distribution system needs to be replaced. (3.10)
8. Silk screen printing classroom has inadequate ventilation. (3.11)

B. General Deficiencies

1. Exterior doors and frames are deteriorated and worn and are not energy efficient. (3.9)
2. Sandstone and mortar joints are in need of repair.
3. Wood trim and wood frame windows are in poor condition and not energy efficient. (5.1.19)

C. Technology

1. The current computer labs are located in the Stone Building. The electrical service is inadequate and security of the equipment is minimal. (4.13.3)

IV. Solarium

A. Safety and Health Concerns

1. There are no restrooms in the building. (3.3)
2. The building is not ADA compliant. (3.17)
3. The building is not adequate for any current or future program.

B. General Deficiencies

1. The building was designed as a garage and not adequate as a choir classroom. (4.13.9)

C. Technology

1. There are no telephone or technology connections to this building.

V. Auto Shop Building

A. Safety and Health Concerns

1. The Metal shop building is no longer adequate for vocational programs due to numerous safety and health concerns. (4.13.11)
2. The building is currently used for storage.

VI. Garber Building

A. Safety and Health Concerns

1. The lighting in the gym is not appropriate for the current use. (3.10)
2. The shower room floors in the boys' locker room are in need of replacement. (3.3)
3. The rest room walls need to be easily cleaned. Laundry room washer does not have an indirect waste as per code. (3.3)
4. Classrooms do not have ADA compliant fire alarm devices. (3.5, 3.17)

B. General Deficiencies

1. Windows are single pane glass. (5.11.19)
2. The roof insulation in the gym is exposed and susceptible to damage. The ceiling is too low for basketball or volleyball use.
3. The lay in ceilings in the boys and girls locker rooms is inappropriate for the usage. (3.3)
4. Ceilings show numerous leaks. (3.2)
5. Girls locker room showers do not have privacy stalls.

Naturita Elementary School (174 students in fall of 2009):

There is only one fire hydrant on 4th Ave. which is insufficient for fire protection. Fire truck access around the building does not exist. (3.4)

The gymnasium building is an arched laminated beam structure with the beams anchored on concrete foundation piers. The laminated beams are showing signs of deterioration at/near the connection points with the foundation piers. It is recommended that a structural engineer take core samples of the beams, evaluate the condition and make recommendations as to any remedial efforts necessary to maintain the structural integrity.

The gymnasium roof leaks and has damaged the ceiling and has the potential of damaging the floor. The exterior siding is weathered. The south elevation has been covered with vinyl siding to prevent weathering; however the siding has been damaged and is in need of repair. It is recommended that the north elevation also be covered with vinyl siding.

The classroom building has roof leaks at the interfaces between the various additions. This has resulted in both exterior and interior water damage and has prevailed so long that portions of the exterior soffit and fascia have rotted away. The connection points between the various building additions need to be properly flashed and the damage repaired.

Water has been allowed to infiltrate around the foundation at various points which has created structural movement of the building. It is recommended that roof drains be piped away from the building and a concrete apron be placed against the building at certain points to force surface water away from the foundation.

Windows on both buildings need to be re-caulked and the wooden frames painted to prevent further deterioration. General maintenance needs to be performed on the roofs, flashings, cap flashings and gutter/down spouts around the buildings.

Interior walls have been penetrated over the years for various reasons but the penetrations have not been repaired, which in some cases, is a code issue. This is especially noticeable in the boiler room.

The temporary classroom buildings, which were not new when installed, are showing considerable wear and tear and are only accessible from outside. To keep these buildings usable, significant maintenance of the roofs, siding, windows and interiors will be necessary. It is recommended that these classrooms be replaced with permanent classrooms in a building addition which would allow interior access.

The current eating area for students is the gymnasium building entrance vestibule. This area is not adequate and restricts access to and from the gym when the eating tables are erected. The students must exit the classroom building during inclement weather to go to the gym for lunch. A multi-purpose room adjacent to the existing building would clear the gym entrance vestibule, allow children to remain in the building for lunch and provide space for school and after school activities more appropriate than the gymnasium.

District Administration/Vehicle Maintenance Facility:

The bus repair yard and administrative office parking are both accessed at the same point off of Adams Street. The bus parking lot is then accessed from the office parking lot which requires the buses to back up and go forward numerous times to turn around. The bus parking area should be expanded to the east on property currently owned by the District and an additional access to the lot provided off of Adams Street.

The existing fueling station is in the bus repair yard which also has limited access. The fueling station does not have a clearly marked emergency shut-off within sight and within 50 feet of the fuel pumps.

The bus garage and maintenance area of the building exhibit numerous safety hazards and improperly stored materials.

The dry food warehouse area is not adequately ventilated and is not rodent proof.

The general warehouse area is lacking appropriate storage shelving and is not ventilated.

The records storage area, which is located above the administrative office area is totally inadequate for records storage.

There are no ADA restrooms in the building.

The building has no fire alarm system or fire suppression system.

It is recommended that an addition to the building be made to accommodate records and food storage.

It is recommended that the masonry portion of the existing building be remodeled.

Proposed Solution to Address the Deficiencies Listed Above:

The solution determined is to consolidate the district schools into a new PK 12 school to be constructed on the Junior/Senior High School

campus in Nucla.

In 2008 the West End School District employed Blythe Group + co architectural firm to do a facilities assessment and to update the Master Plan. Meetings were held involving all stakeholders in the District to update the Master Plan.

Option/Site Selection:

The Facilities Planning Committee together with the School Board and members of the community considered alternatives to address the district's facilities deficiencies. Five options were chosen for further investigation. The options included basic maintenance and renovation recommendations contained in the 2008 facilities assessment. This option and one other would have maintained separate elementary and junior/senior high schools. Two other options would construct a new PK-12 school on the existing Nucla campus and a final one would have constructed a new PK-12 school on an undetermined new site.

The preferred option, the subject of this grant application, is for a new PK-12 school on the location of the existing track area of the Nucla campus. In addition to the new PK-12 school, the District Administration would be relocated into the historic stone building, which would be shared with, and connected to, the new school. The district vehicle maintenance facility would be also be relocated to a new building on the Nucla campus to existing school property north of the new school location. Upon completion of construction of the new school the five existing aging and deteriorated buildings on the Nucla campus would be demolished. The existing elementary school building in Naturita would be decommissioned or re-purposed by sale or lease. There has already been some expression of interest in the facility. Similarly the existing district administration and vehicle maintenance facility would be sold or leased. Except for an essentially maintenance only option, this option is the least cost and is the most efficient in footprint and floor area. Operation costs are minimized by consolidating schools, allowing for shared use of facilities, and consolidating the district administration and vehicle maintenance facility to the same site.

If project financing requires compliance with Davis-Bacon provisions, add \$ 654,750 to the project cost.

Standards:

The new PK-12 School Project for the West End School District shall be designed and constructed in compliance with the Colorado Department of Education Division of Public School Capital Construction Assistance 1 CCR 303(1) Capital Construction Assistance Public Schools Facility Construction Guidelines. The following is a listing of the architectural, functional, and construction standards that are to be applied to the Project:

1. Standards under the Occupational Safety and Health Act of 1970 (P.L. 91-576), or State and local codes, if they are more stringent, will be observed in the design and completion of the projects.
2. Applicable accessibility requirements under ANSI 2003 A 117.1 with the 2006 International Code
3. 2006 International Building Code
4. 2006 International Mechanical Code
5. 2008 National Electrical Code
6. 2006 International Plumbing Code
7. 2006 International Fuel Gas Code
8. 2006 International Energy Code
9. 2006 International Fire Code
10. 2006 International Energy Conservation Code
11. 2006 International Existing Building Code
12. Asbestos Certification Requirements/Section 22-43.7-109(4)(d)(I)CRS/Section 25-7-504-CRS and Section 25-7-507 CRS/Asbestos Hazard Emergency Response Act of 1986 and Asbestos School Hazard Abatement Reauthorization Act of 1990
13. Section 38-26-105 and 38-26-106 CRS and Section 38-26-107 CRS for bonding and notice of final settlement
14. Section 22-32-124 CRS Building Codes/Zoning
15. Applicable standards of selected criteria for Leadership in Energy and Environmental Design (LEED)–LEED For Schools 2009 shall apply.

How Urgent is this Project:

The West End School District received a three page report from the Colorado Department of Public Safety-Division of Fire Safety listing over 30 infractions of fire safety violations regarding Nucla JR/SR High School. These infractions ranged in severity from the simple to the extreme of the basement area under the gym no longer being "approved for occupancy". The District has taken steps to remedy many to meet the standards but the expectation is that the costs will continue to increase as the building ages. As of yet, the basement does remain off limits to use by all. It should also be noted the district has "put out to bid" roof repairs to the high school gym. Again, the costs associated with maintaining an aging building, it should be assumed, cannot help but increase.

What is the Cost Associated with this Project:

\$26,190,000

How Does this Project Conform with the Construction Guidelines:

The Project will be in overall conformance with the Facility Construction Guidelines with the following notations:
Section 3.9 - There will be a separate entrances for elementary and junior/senior high students. However, access will be monitored and controlled by the respective administration components of the elementary and junior/senior high school areas.
Section 4.13.8 – The district does not have a band program at this time. The stage area could be closed off and used as a music room by use of a folding acoustical partition.
Section 4.13.11 - The district does not offer vocational or technical education. When input has been solicited, there has never been sufficient interest in a program by either students or the public.

How does the Applicant plan to Maintain this Project if it is Awarded:

CAPITAL RENEWAL PLAN

With the state of the existing facilities attests, providing on-going maintenance for the district facilities has been a challenge. It has been aggravated by the age of most of the existing buildings and the variety of construction materials used. As an example, masonry materials vary from stone masonry to clay block to slump block to basic concrete block. Building a new PK-12 facility provides an opportunity to develop a facility maintenance plan for preventative maintenance. As part of the maintenance of new facilities, the District would:

- 1. Develop a routine, scheduled maintenance inspection of the building, from mechanical, to electrical, to caulking inspections, roof inspections, exterior wall inspections, inspections of interior walls, ceilings, floors, door/ hardware inspections, testing of fire alarm and intercom systems, testing of fire suppression systems, etc.
2. The plan will also address routine inspection of alternative energy systems built into the building including periodic adjustments to control systems as required to optimize efficient performance.
3. Develop a painting program to repaint/ touchup the interior and exterior of the building on a ongoing, revolving basis.
4. Do infrared inspections of the building after it is completed and then annually to compare against the completed original structure to identify changes and maintenance needed.
5. Seek to develop staffing based on the International Facilities Management Association recommendations.
6. As part of the original construction, establish a scope and obtain bidding for the mechanical, electrical, and other appropriate sub-contractors to perform service contracts at regular intervals.
7. Any major, non-emergency repairs of mechanical systems or other maintenance affecting school operation would be scheduled over summer breaks.
8. Inspections would be established by a predetermined schedule and would be performed with the goal of establishing 5 year plans for maintenance and repairs.

The West End School District has been able to budget and accumulate some Capital Reserve monies for future capital renewal expenses. The School Board has discussed and will continue to commit monies each year to fund the maintenance and upkeep of the new school facility. Present reserves are approximately \$60,000. At this point, given the current economic conditions, the Board feels it can contribute \$25,000 annually to the capital reserve funding. The hope and expectation is that this amount would increase in the future. Assisting in that goal would be the expected reduction in operating costs for a new building built to LEED Gold standards. In addition, it would be the intention of the district to allocate a portion of the proceeds from the sale of the existing Nucla Elementary School property to the capital reserve funding. This line-item has been called the "Capital Reserve" and will be earmarked for use on building maintenance not otherwise covered by general maintenance staff. General maintenance and upkeep will be budgeted as "General Maintenance".

COST ESTIMATES ON MAINTENANCE AND REPAIR

Typically, educational physical plant planners estimate, as a national average, approximately 2.75% of the current building replacement cost to be set aside annually for future maintenance. That amount (\$400,000+) would be unachievable for this small school district. However, maintenance costs for the first five years should be significantly lower. An estimate of costs for the first five years (below) would be covered by the existing capital renewal reserves together with an annual contribution of \$25,000. For the years beyond, a continuation of an inspection and preventative maintenance program as well as increases in contributions to the capital reserve account will be critical.

ESTIMATED MAINTENANCE COSTS

- Five Years
- Repaint interior of facility 25,000
- Repaint exterior trim 5,000
- Repair/replace floor covering 50,000
- Replace HVAC parts (if needed) 10,000
- Patch/repair parking lot 25,000
- Landscape/playground repair 15,000
- TOTAL \$ 130,000

- Ten Years
- Repaint interior of facility 80,000
- Repaint exterior trim 7,500
- Replace carpet 75,000
- Repair/Replace doors & hardware 15,000
- Replace Plumbing (as needed) 15,000
- Replace HVAC (as needed) 50,000
- Patch/repair parking lot 50,000
- Enhance landscape, repair/replace playground equipment 30,000
- Other (as needed) 80,000
- TOTAL \$ 402,500

- Fifteen Years
- Repaint interior of facility 90,000
- Repaint exterior trim 10,000
- Replace carpet 105,000

<input type="checkbox"/> Repair/Replace doors & hardware	<input type="checkbox"/>	15,000
<input type="checkbox"/> Replace plumbing (as needed)	<input type="checkbox"/>	70,000
<input type="checkbox"/> Repair HVAC system (as needed)	<input type="checkbox"/>	70,000
<input type="checkbox"/> Pave parking lot	<input type="checkbox"/>	100,000
<input type="checkbox"/> Enhance landscape	<input type="checkbox"/>	40,000
<input type="checkbox"/> TOTAL	\$	510,000

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

25,000

CDE Comments:

Funded FTE Count:	298
Assessed Valuation:	\$41,495,458.00
PPAV:	\$139,246.50
Bonded Debt:	\$0.00
Total Bonding Capacity:	\$8,299,091.60
% of Bonding Capacity Used:	0.00%
Bond Capital Remaining:	\$8,299,091.60
Existing Bond Mill Levy:	0
Who Owns the Facility:	District
If it's a 3rd Party Explain:	
If it's a Charter School, Where will the Facility Revert To:	

Bonded Debt Approved:	
Year Bonded Election Approved:	
Bonded Debt Failed:	
Year Bond Election Failed:	
2009 Bond Election Results:	N/A
Median Household Income:**	\$14,061.00
Free or Reduced Lunch %:	50.98%
State Financial Watch:	No
Charter School Fund Balance:	
Is the Facility Under a Lease Purchase Agreement:	No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$18,149,670.00
Current Project Match:	\$9,349,830.00
Current Total Project Cost:	\$27,499,500.00
Previous Grant Awards:	\$0.00
Previous Matches:	\$0.00
Future Grant Requests:	\$0.00
Future Matches:	\$0.00
Total for all Phases:	\$26,190,000.00
Cost Per Sq Ft:	\$294.00
Cost Per Pupil:	\$86,722.00

Affected Sq Ft:	89,057
Master Plan Complete:	No
CDE Minimum Match Percent:	43
Actual Match Provided:	34
Was a Waiver Letter Required:	Yes
FCI:	58.85%
CFI:	80.70%
Inflation:	7
Davis- Bacon Wage Requirement:	\$654,750

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Akron R-1 – Elementary/Middle School

Number of Buildings:	3
All or Portion built by WPA:	No
Gross Area (SF):	62,499
Replacement Value:	\$15,835,362
Condition Budget:	\$10,068,930
Total FCI:	63.59%
Energy Budget:	\$0
Suitability Budget:	\$2,185,400
Total RSLI:	59%
Total CFI:	77.4%
Condition Score: (60%)	1.82
Energy Score: (0%)	3.65
Suitability Score: (40%)	3.00
School Score:	TBD



Akron R-1 – High School

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	73,339
Replacement Value:	\$19,090,489
Condition Budget:	\$12,326,240
Total FCI:	64.57%
Energy Budget:	\$0
Suitability Budget:	\$2,983,100
Total RSLI:	40%
Total CFI:	80.2%
Condition Score:	1.77
Energy Score: (20%)	3.00
Suitability Score: (40%)	4.20
School Score:	2.99



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: AKRON R-1

Project Rank: 0.34

County: WASHINGTON

Applicant Priority #: 1

Project Title: Replace ES/JRHS & HS With PK-12 School

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Akron School District has two aging school buildings – an elementary/junior high school built in 1954 with a major renovation in 1964 and a high school built in 1964. Our schools have been maintained to the extent possible with current financial resources; however, the health and safety deficiencies continue to grow. We have faced declining enrollment for 10 years with projections toward stabilizing at 350 students. Our master plan process has determined one smaller educational wing addition to the renovated existing field house would be more cost efficient now and over the life of the building than a renovation of the two existing schools. The board of education supports an application for a BEST grant coupled with a bond election to build a PK-12 school on the current high school site.

Our elementary/junior high school is 2 blocks from the high school separated by State Hwy 63. It houses the only cafeteria; consequently, our high school students walk or drive to the elementary cafeteria for lunch. To keep students safe as they walk to the cafeteria, the high school parking lot has a one-way left turn exit onto a two-way street. Our junior high students walk to the high school after lunch for their elective classes at the same time high school students are returning from lunch. Even though the junior high students are supervised as they cross Hwy 63, we have major concerns for their safety as high school students and staff return to school.

Another traffic concern occurs in the morning as parents drop off children at the elementary school. The elementary school faces south on 5th Street with a public street on the south and north sides of the building. Parents drop off children on this two-way street from both directions. There is chaos as some parents double-park to escort their children into the school, while other children are crossing the street with no regard for the pedestrian crossing signs. Additionally, elementary staff park on 5th Street as there is no onsite staff parking.

Our elementary administration office is located in the middle of a central hallway with no way of monitoring the entrance. Renovating the elementary to move the offices is cost prohibitive. Exterior doors at both schools are also a safety concern. They are not weather proof and continued vandalism has weakened the closures allowing unauthorized access to the school.

Our buildings are beyond their useful life in all mechanical systems (heating, plumbing, and electrical) with no fresh air system other than opening the windows. The asbestos flooring is deteriorating and cracking in both schools and should be replaced. Small severely damaged tile areas have been replaced; however, the entire floor cannot be replaced without additional financial resources.

Specific classroom area concerns are science, vocational agriculture, and special education. The science rooms in both schools do not meet current educational needs or safety regulations. It is very difficult to conduct science experiments without gas, safety eye wash/showers, secure chemical storage, or a fume hood. The vocational agriculture program has close to 50% participation of high school students in one or more classes. There is no fire separation wall between the Ag shop and classroom, not to mention the recommended student space requirements for welding stations and mechanics. The increased number of special needs students has created a need for spaces that are more flexible.

The BEST program is the only way to allow the district to meet the technological and educational needs for the next 50 years while providing a flexible, safe and healthy atmosphere for learning. The school would be ~25% less sq. ft. and meet LEED gold requirements. Annual maintenance costs and utilities are expected to decrease greatly. Our concern for students' health and safety will continue to be a problem as long as they are in our current schools and the district's assessed value remains stagnant.

Issue: School Replacement

Deficiencies Associated with this Issue:

Deficiencies

The existing schools in Akron School District fail to meet minimum standards necessary for a safe and secure environment. Entries are unsupervised due to administrative offices residing in the center of each building. A major safety concern is students are required to cross State Highway 63 to get from Elementary/Junior High School to High School for classes, lunch and after school activities. The crosswalk at State Highway 63 does not have a traffic light or electronic control to allow students to cross in a safe manner. All flooring in classroom wings and main corridors are asbestos containing tiles creating health and safety issues. Currently Akron High Schools roof is leaking in many locations causing moisture accumulation which produces mold growth. This compromises the indoor air quality and causes health problems. Both buildings are non compliant with ADA standards. Learning spaces have no outside ventilation, marginal thermal comfort/controls and minimal acoustic separation. Building has unsafe electrical distribution due to roof leaks and inadequate electrical power supply. Further definition of these deficiencies are identified in the 2009 CDE School Assessment Report Draft for Akron Schools and in The Facility Assessment Review Comments from the Neenan Company documents submitted in this application.

Based on demographics and future projections, Akron School District is facing declining enrollment. The High School and Elementary/Junior High have become inefficient buildings allowing for under utilized learning environments. Maintaining multiple buildings with a declining enrollment has placed a budget burden on the school district.

Per CDE's statewide facility assessment Akron School District's facility condition index (FCI) is approximately 64% and the Colorado Facility Index (CFI) average 79%. The Neenan Company's detailed assessment review per Akron School District's BEST master plan shows the deficiencies to be worse than the state assessment with a facility condition index (FCI) of approximately 89%. Refer to Section IV of the Master

Plan for further information.

A detailed description of the deficiencies at Akron Schools is listed below.

1. Security on the campus is a primary life safety concern. Students are required to walk 3 blocks across State Highway 63 for lunch, classes and after school activities. Students are not under continuous supervision, are not within a fenced area and are vulnerable to a multitude of environmental hazards.
2. Security at school entries is highly compromised due to lack of supervision on main entries to each school. The Administrative offices are within the interior of each school allowing anyone to enter the school without checking in. There are multiple, unsecured entries which are not able to be monitored during school hours. There is no key pad at entries or security cameras at entrances. The lack of security within each building and across the campus creates a significant negative impact on the school district and compromises the life safety of students and staff.
3. Safety at bus loading/parent drop off –Currently both drop offs are in the same location as well as directly adjacent to street traffic at the Elementary/Junior High School. Students are required to cross traffic including general street traffic; other parent drop offs and buses. This creates a condition where vehicles, buses and pedestrians intersect each other causing life safety concerns for students and staff.
4. Safety at the playground- Currently the fencing for the elementary playground does not encompass the entire playground. The fencing has large holes and gaps allowing students to exit easily. The unsecure fence is adjacent to a public street causing difficulty to secure children from street traffic. The preschool playground is not fenced separately from the main playground. The lack of separation causes concerns with child safety as well as the violation of state licensing regulations (Preschool requires separation from all other grades). All fencing concerns cause life safety concerns for students.
5. Safety and Security of private spaces. In locker rooms and restrooms, walls do not extend 2” above the ceiling and ceilings are lay-in grid. These conditions allow easy access for anyone to gain visibility into these spaces. This creates a security issue and doesn’t allow for privacy.
6. Code Compliance is not met in the Elementary/Junior High or High School. The corridors are not fire rated putting students and staff at risk in an emergency situation. The corridors dead end and do not provide a safe means of egress from classrooms to the exterior. There are no fire separation walls and the square footage of each existing building far exceeds the allowable square footage by code. Fire alarm is not addressable and is not monitored by authorities. These code violations create a safety hazard for students and staff members.
7. Roof Concerns. The current roof at the High School is leaking into the existing school. Mold is visible on ceiling tiles and is causing poor indoor air quality and health issues within the existing school.
8. ADA parking is not compliant across the entire campus. Curbs are not mountable and handicap parking is on the street at the Elementary/Junior High School without direct access to a ramp and a long distance from main entries. Interiors of buildings do not have appropriate circulation clearances, door sizes, door hardware, counter heights, restroom layout and fixtures in addition to other minor deficiencies. The lack of ADA compliance causes life safety concerns and violates ADA guidelines.
9. Clinic. Currently there is a small clinic without a restroom at the Elementary/Junior High School which violates current health code requirements. The High School does not have a clinic requiring all students to walk 3 blocks to the Elementary School. Without a functioning clinic there is not a safe room for ill students to get necessary care.
10. Ventilation and Thermal Comfort: Currently there is not a mechanical ventilation system in any of the schools. The only method to receive fresh air is by opening windows. Systems in all schools are outdated, past useful life and do not have capacity for expansion. There are no fresh air systems within either school. Rooms vary greatly in temperature and cause an uncomfortable learning environment. Average R value of existing roof structures is R10 which is 66% less than current standards. Currently the science rooms do not have a fume hood causing chemical gas fumes to travel throughout the entire school. The eye wash and safety shower facilities do not work properly causing serious safety concerns. Currently there is no welding exhaust or make-up air within the agricultural/vocational shop causing a poor working environment. Poor ventilation causes student discomfort and disruption of the learning environment.
11. Acoustic Separation- Walls between classrooms do not extend to deck. This causes sound transmission between classrooms which directly affects student comprehension. Classes are constantly disrupted. The current music room is not acoustically separated where it abuts the art room and corridors, causing disruption. Poor acoustics between and within classrooms cause listening and learning problems affecting the overall performance for students.
12. Day-lighting the classrooms in the Elementary/Junior High School is challenging due to their east and west orientation. This exposure gives inconsistent light with high levels of glare; it also makes it difficult to control the thermal comfort of the spaces. Currently blinds are pulled eliminating glare but also allowing for less natural light within the classroom. Day-lighting within the high school is difficult due to small window size which allows minimal light into the rooms, inefficient glass and direct light in south facing classrooms. The inconsistent light in learning spaces detracts from student learning.
13. The deteriorating environment created by the ceiling, wall and floor finishes requires repair and constant maintenance. The flooring in the current high school is VAT (vinyl asbestos tile) which is beginning to fail causing a hazardous interior environment. Ceiling tiles contain water damage with mold in some locations. The deterioration of these products causes health and life safety issues for all who walk through the building.
14. Science Rooms do not meet current needs or safety regulations. They currently do not have gas, operational safety eye wash/showers or fume hoods. Chemicals are not contained within a locked safety cabinet and are accessible by anyone. The science rooms’ finishes including walls, casework, counters and ceilings are deteriorating. Currently science rooms are unsafe for students and staff and do not meet code requirements.

15. Special Programs throughout the district are in multiple locations. With special programs located in different buildings it is difficult to meet all students' needs. Currently there is not a location for students with severe needs and there is not a life skills kitchen. The school district does not have flexible centrally located space to accommodate the increasing special needs population.

16. Electrical power distribution and service is deficient throughout both schools. Typical classrooms have 3 outlets per room limiting the amount of electrical capacity in each room. The integration of technology within the curriculum and the minimal power causes fire hazards and limits the ability to utilize technology to its fullest extent. Vocational education currently uses extension cords, causing tripping hazards in a dangerous area.

Proposed Solution to Address the Deficiencies Listed Above:

Solution: Recommendations to correct Deficiencies

The proposed solution for Akron School District is to consolidate campuses providing a new PK-12 building and renovating the field house/vo/ag wing. (Refer to attached plans and specifications.)

This solution most effectively addresses current educational, health and safety issues. One campus will eliminate having to cross the state highway for required daily travel, separate bus, parent drop-off and student traffic and minimize duplicate functions (kitchens, cafeterias, administrative support, music & art facilities, gymnasiums, etc).

This solution reduces square footage from approximately 135,000 square feet to 98,400 square feet. The proposal is to construct 52,400 square feet of new educational space and renovate 48,000 of field house/locker rooms and vo/ag/art wings. The demolition of the 1964 high school classroom wing/ maintenance and boiler room (23,600 square feet), 1964 elementary school wing/1955 elementary wing/1955 auditorium (49,700 square feet) will allow Akron School district to lower facility and maintenance costs. Renovation of these existing spaces could not fully address energy efficiency upgrades and would not address classroom flexibility. The new/renovated building will reduce long term operational and maintenance costs.

Consolidation to one campus will also allow for future downsizing of administrative, custodial and other maintenance staff and locate a centralized maintenance facility at the existing Elementary School site. Smaller classrooms and flexibility within these classrooms addresses the declining enrollment. This solution will provide a safe and secure environment in an efficient use of space.

Per CDE's statewide facility assessment the current replacement value for Akron Elementary/Junior High and High School is approximately \$34.9 million. The Neenan Company's proposed new PK-12/renovation solution is estimated to cost approximately \$20.3 million. This proposal is a savings of approximately 42%. Refer to detailed cost estimate attached for further information.

Detailed descriptions of the solution/benefits of the Akron PK-12/renovation project are listed below.

1. Security on the campus: The proposed K-12 facility will eliminate students walking across campus, out of doors, to access the cafeteria, classes, gym and electives. Lines of site along paths of travel within the new K-12 facility will allow supervision by a minimal number of school staff. Elementary, junior high and high school students will be grouped in educational pods allowing for teacher supervision and easier visibility of classrooms. One facility will create a safe learning environment in which students will not need to leave the campus.

2. Security within the building will meet current practice standards with two primary entries – one for students from the bus loop and student parking and one for visitors. Each entry will have a clear line of site from the Administration receptionist with the ability to remotely lock/unlock the inner vestibule doors for controlled entry. All visitors will check in with a receptionist before being permitted into the building. All other doors will be locked during school hours allowing visitors to only have the ability to check-in at one location.

3. Safety at bus loading/parent drop off- The new site plan will allow for separation between parent drop off, bus drop off, student parking and guest parking. Bus drop off and parent drop off will have separate locations allowing for students to safely access the entry of the school.

4. Playground safety will be addressed with a separate PK-K play area, as required for state licensing. This will include a perimeter fence, appropriate fall surfaces and ADA compliant equipment. The playground will have a direct adjacency to the school allowing for appropriate supervision.

5. All restrooms and locker rooms will have hard lid ceilings providing secure, private spaces. Hard lid ceilings will not allow any access from above.

6. Code Compliance. All schools will meet all required codes allowing for fire protection and ease of egress in case of fire.

7. Metal Roof. With the construction of a new PK-12 facility the new roof will provide a seamless barrier to the exterior environment eliminating any moisture leaking into the building.

8. ADA parking - The new site plan will include all requirements to meet ADA compliance. The new plan allows for an accessible route to the main entrance, close adjacency for handicap parking, passenger loading zone, appropriate signage and ramps for easy, safe access to the school. In the new PK-12 the building will be ADA compliant including accessible egress, appropriate counter heights, compliant restrooms and other needs for compliancy.

9. A clinic at the new PK-12 will meet current health code requirements with all necessary equipment and an adjoining restroom. The space will be centrally located allowing for all students and staff to safely and quickly access needed care.

10. Ventilation and Thermal Comfort will be delivered with a new, energy efficient system. New R30 roof insulation and new R19 wall

insulation at existing and new will add to the efficiency of the roof system. The new system has yet to be designed but will meet standards required by LEED in order to obtain a Gold rating. These systems have helped school districts reduce operational and maintenance cost and also increase productivity. These systems have attributed to comfortable learning environments and higher attendance records.

11. Acoustic control will be provided by limiting sound transmission between sensitive spaces. The ceiling tile will be improved to a .70 Noise Reduction Coefficient as dictated by LEED for schools. The cafetorium will have acoustic clouds and reflectors to accommodate performances as well as cafeteria functions. The new construction will control noise between floors, from the corridor and stairways. Restrooms are centrally located within each educational pod to prevent noise transmission to classrooms. Spaces with higher transmissions of sound are placed in isolated locations, including music, vocational and industrial arts.

12. Day-lighting classrooms will be optimized by orienting new classrooms with a north or south exposure, creating an even, constant natural light source. Glare will be reduced by integrating light shelves and louvers. Natural light will be reflected within the entire classroom allowing for minimal use of fixtures. Day lighting aides in decreasing the amount of energy used for lighting and increasing student learning retention.

13. The educational environment will provide new innovative finishes which will coincide with LEED gold standards and will allow as learning devices for students. Corridor walls will be hard surface integrating exterior finishes. Flooring will be hard surface providing a durable, easily maintainable surface. Colors will be fresh and new inspiring staff and students. Classrooms will have a variety of carpet, allowing comfort and acoustic absorption and hard surface for wet area activities. The environment will be a reflection of the students, staff and community.

14. Science room - Two new science labs with a shared prep room will accommodate elementary, middle and high school students. The prep room will include a fume hood, emergency eye/wash and shower and necessary locking chemical storage. The prep and science rooms will meet all code requirements. Science rooms will have eye/wash devices as well as appropriate acid resistant counters, casework, locking storage and hard surface flooring.

15. Special Programs will be centrally located providing easy accessibility and communication between staff. Multiple break-out/intervention room locations will alleviate the concern of a growing special needs population. Each educational pod will have one shared location for classes such as Title 1, ELL, intervention and special needs. In addition to the break-out/intervention rooms there will be a special needs room and a room for children with severe needs. The severe needs will have a direct adjacency with the CFS (consumer family studies) room to share the kitchen for life skills.

16. Electrical will meet all current standards and codes. Specialized rooms such as industrial arts, cafetorium and vocational/agricultural room will have necessary circuiting, power requirements and overhead electrical eliminating the need for power chords. All other spaces will meet code requirements and exceed quantities from existing school.

17. Vocation/ Agricultural- Currently Akron School district maintains a strong vocational/agricultural program which receives a percentage of funding from the Colorado Secondary Agricultural Education Programs. Agricultural education enhances the leadership potential and essential life skills of its students while encouraging life long learning. The Agricultural/Vocational program offered in Akron is experience based with actual equipment including mechanics, construction and repair of agricultural equipment. The variety of courses along with housing large pieces of equipment requires a larger space than the CDE recommended minimum. Refer to Section IV Project Conformity for additional information. Courses offered encourage growth within the community and offer a different learning opportunity.

18. Gym- The existing gym at Akron School district currently houses a wrestling room, locker rooms, restrooms, trainers' room, coaches' offices concessions and storage and is used by elementary, junior high, high school students and community members. It is constantly used during and after school hours. In comparison to a new gym it is more cost efficient to renovate this larger space by increasing energy efficiency through the building envelop, mechanical system and lighting. Refer to Section IV Project Conformity for additional information.

How Urgent is this Project:

Urgency

The urgency of this application for Akron School District is based on deficiencies identified in the 2009 Facility Assessment Report and in Section IV of the BEST application, as identified by the design-build team. These identified deficiencies clearly exceed the bonding capacity of the District of \$7.75 million. BEST grant funding is the only viable means for Akron School District to continue to thrive in a facility that meets minimum health, life safety and academic needs determined by CDE.

Currently, as identified in the deficiencies, Akron School District does not have appropriate conditions pertaining to security on campus and security within the facilities. Without immediate correction both Akron High School and Akron Elementary/Junior High School are risking threats to life safety and security of students and staff members.

The requirement for students to walk 3 blocks across State Highway 63 for class, lunch and after school activities poses an immediate urgency for correction. The risk posed by this deficiency is a strong hazard to life safety.

Both existing facilities do not meet current building codes. Concerns with aging mechanical, electrical, plumbing systems and ADA non-compliance throughout campus violate code. Fire protection codes are in violation with no fire rated walls, no fire suppression systems, or up to date fire alarm system. These conditions are risking hazardous conditions and potential threats to life safety. This is an urgent condition requiring immediate correction.

Current indoor environments at existing buildings contain large quantities of asbestos containing materials. These areas include all hallways,

classrooms and common spaces. The presence of this material causes a potential life safety concern and is in need of removal.

The existing roofing system on the High School was determined to be failing based on the roof audit from 2006. This failure threatens to compromise the integrity of the structure and has caused an excess of mold growth into the school. The indoor air quality is highly compromised due to moisture and mold. Akron School District must cancel school for more than 6" of snow fall due to the large quantity of water coming into the building. The basic need to protect students from the outside elements requires immediate correction to provide a healthy learning environment.

As mentioned above the 2009 CDE Facility Report for Akron School District identifying security, life safety, building systems and educational inadequacies far exceed the bonding capacity.

A CDE BEST grant for Akron School District will provide the minimum health, life safety and academic standards determined by CDE. Funding from this grant will allow Akron School District to correct educational deficiencies by consolidation to one campus and decrease long term facility and maintenance costs.

What is the Cost Associated with this Project:

20,305,123

Issue: Other

Deficiencies Associated with this Issue:

Deficiencies

The existing Akron transportation facility lacks fire suppression, fire alarm causing life safety hazards to staff. The facility is currently 1 mile outside of town limiting student and staff access to buses in emergency situations. Within the structure there are no safety shower/eye wash systems, improper ventilation system, inefficient building envelop, ADA compliance issues, and deteriorating plumbing and electrical systems. The facility does not provide adequate size for repair/maintenance of vehicles and bus storage.

Per CDE's assessment this current transportation facility is a Tier 2 building and was not evaluated in detail. The following deficiencies are a result of The Neenan Company and district staff reviews of the facility.

A detailed description of the deficiencies at the Akron transportation facility is listed below.

1. Life Safety/Code Compliance is not met in the transportation facility. This facility was constructed in 1954 and fails to meet current code compliance. There is no fire suppression system and no fire alarm. These code violations create a life safety hazard for district employees.
2. The current transportation facility does not reside in a central location and is 1 mile from the Akron High School and 1 mile from The Elementary/Junior High School. A life safety concern for staff and students is caused due to the lack of quick accessibility to school buses during emergency situations.
3. Safety shower and eye wash is not currently at the transportation facility. In emergency situations staff members have no ability to wash contaminants/hazardous chemicals from their body or eyes.
4. Ventilation- Currently there is no ventilation at the transportation facility. The indoor air quality is very problematic during repairs due to the fumes of school buses. The health and life safety of staff members is extremely compromised.
5. Inefficient building envelop- The exterior membrane is 56 years old and is past its useful life. Insulation is approximately R6 and offers little protection against outside temperatures. Many of the single pane windows are broken or boarded up and are constantly leaking air/water.
6. ADA compliance not met in the transportation facility. There is no ADA access to the mezzanine and there are not appropriate circulation clearances, door sizes, door hardware, counter heights, restroom layout and fixtures in addition to other minor deficiencies. The lack of ADA compliance causes life safety concerns and violates ADA guidelines.
7. Existing galvanized plumbing pipes are corroding and past their useful life. They have become an ongoing maintenance issue.
8. Electrical power distribution and service is deficient. There are not enough circuits to allow for engine block heaters for buses. Extension cords are being used at the exterior of the building causing possible fire hazards.
9. Current size of transportation facility doesn't allow for appropriate bus storage, maintenance and repair. There is only room within the space for 2 buses when the actual quantity is 4 route buses, 2 activity buses and 4 small size vans. This provides a problem in winter with starting buses that are stored outside.

Proposed Solution to Address the Deficiencies Listed Above:

Solution: Recommendations to correct Deficiencies

The proposed solution for the Akron School District to construct a new 10,300 square foot transportation facility on the existing Elementary/Junior High School property. This solution most effectively addresses current health and safety issues by building close proximately to new campus, meets current code requirements for life safety and contains energy efficient mechanical and electrical systems.

The new square footage would allow for proper repair/maintenance activities along with bus storage during adverse weather and provides space for displaced high school maintenance shop (due to demolition for new PK-12). Proposed building envelop will contain R30 roof insulation and R19 wall insulation providing energy efficiency and lowering long term operational/maintenance costs.

The Neenan Company's assessment of the practicality and cost to repair the existing transportation facility and provide adequate space was substantially more then constructing a new building.

Detailed descriptions of the solution/benefits of the Akron transportation facility are listed below.

1. Life Safety/Code Compliance will meet all required codes allowing for fire protection, fire alarm and life safety.
2. The new transportation facility will be located 3 blocks from new PK-12 school. This will allow for easy and quick access for students and staff during emergency situations.
3. Safety shower and eye wash systems will be in place in the new transportation facility. This will allow for staff members to remove all contaminants/hazardous materials from their eyes and body.
4. Ventilation and Thermal Comfort will be delivered with a new, energy efficient system. The new system will have radiant floor heat, make-air units and exhaust fans. The new system will target LEED gold certification. These systems have helped school districts reduce operational and maintenance cost and also increase productivity.
5. The new building envelop will have R30 roof insulation and new R19 wall insulation. The facility will also have thermally insulated window systems. This will provide energy efficiency and lower maintenance costs.
6. The new plan allows for an accessible route to the main entrance, close adjacency for handicap parking, passenger loading zone, appropriate signage and ramps for easy, safe access to the school. In the new transportation facility the building will be ADA compliant including accessible egress, appropriate counter heights, compliant restrooms and other needs for compliancy.
7. Proposed plumbing system will utilize recently installed boiler plant (from existing Elementary/Junior High School) for heat generation. All fixtures will be low flow and include a tankless water heater and recirculation pump at wash bay.
8. Electrical power distribution will meet all current standards and codes. System will provide 400 amp 3 phase service allowing for connection of repair equipment. The new lighting system will utilize high efficiency fluorescent fixtures.
9. The proposed new transportation facility will provide necessary storage space for 4 district buses and 4 small vans. The plan contains (1) wash bay, (1) repair bay, (1) maintenance bay, (2) offices and restrooms. The wash bay and repair bay will also be used for bus storage in adverse weather conditions.

How Urgent is this Project:

Urgency

The urgency of this application for Akron School District is based on deficiencies identified in by the Neenan Company and district staff as outlined above. BEST grant funding is the only viable means for the Akron School District to replace the deteriorating and outdated transportation facility.

Currently, as identified in the deficiencies, the Akron transportation facility proposed health and life safety issues for staff working within the facility. The existing facilities lack of fire suppression/fire alarm system, no safety shower/eye wash and inadequate ventilation system and faulty electrical system are potential health and safety hazards due to constant maintenance and repair work occurring within the facility. These are urgent conditions requiring immediate attention because of the life safety concern.

The location of the transportation facility also inhibits the ability for staff and students to evacuate the existing schools in emergency situations.

What is the Cost Associated with this Project:

2,649,562

How Does this Project Conform with the Construction Guidelines:

This project conforms to CDE guidelines with exceptions noted below:

A- The proposed buildings conform to section 2 of CDE guidelines for educational programming except two items:

The PK-12 school plan provides classrooms sized for up to 25 students and some for as few as 13 students at 450 SF, less than the recommended 600 SF minimum (4.12.2). Rather than increase the square footage for all classrooms to meet the minimum 600 SF, the school plans to provide rooms that are tailored to the classroom sizes needed, with the flexibility to open two smaller classrooms into one standard

sized classroom. With a smaller overall student population, the varied curriculum required at the school creates the need for classrooms for 13 students (450 SF) up to 25 students (775 SF). The classes are also clustered around a project based learning area (Break-out space) to provide flexibility to expand into larger areas as needed.

Akron School District and the surrounding community have tremendous pride in and put a very high value on their existing Field House and Vocational/ Agricultural areas, to the extent that the community would likely not support a matching bond if these spaces were replaced with less space. The importance of these spaces to the district and community has been very evident throughout the Master Planning & Facility design processes. These existing facilities exceed the typical size for a student population of 350, as outlined below:

- Existing Field house and athletic support spaces: 38,150 SF
- Typical gym and athletic support spaces for 350 students: 24,600 SF
- Additional SF for existing athletic facilities (above typical): 13,550 SF
- Additional SF per student for added Athletic spaces: 39 SF/student

- Existing Vocational/ Agricultural spaces: 6,500 SF
- Vocational space for K-12 per CDE Guidelines: 4,900 SF
- Additional SF for existing Vo/Ag spaces (above typical): 1,600 SF
- Additional SF per student for added Vo/Ag space: 5 SF/student

The District initiated a call with CDE to discuss this deviation in size of these spaces. The outcome of the conversation was a request by CDE to illustrate compliance with three criteria in order to keep the (renovated) existing Field house and athletic support spaces.

- 1_ Show that the cost of renovating the existing Athletic Facilities to meet current standards is less than the cost to build new.
 - The renovation cost of the Field house and athletic support spaces is \$2,441,600
 - The cost of the new athletic facilities (24,600 SF) is \$5,289,000
- 2_ Show that the operational costs for the renovated Athletic Facilities are equal to or less than new.
 - The baseline for operational costs for the new facilities is a new building meeting all current codes (International Building Code, International Energy Conservation Code, International Mechanical Code, etc.).
 - We are targeting the renovations to be at least 36% more energy efficient than the baseline for a new building. With this, the operational cost of the (larger) existing facilities will be less than operational costs of a new (smaller) facility (illustrated below):
38,150 SF * .64*baseline 24,600 SF * baseline
24,41624,600

3_ Outline the Agricultural Education space needs of the district and how that is not addressed for the typical vocational space recommended per CDE Guidelines.

The Vocational/ Agricultural Education program for Akron School District is an experience based program. Students need to work on real equipment, which needs to be in an interior space (all weather environment) for:

- Mechanics- automotive and agricultural equipment
- Construction- farm facilities (sheds, feed bunks, trailers, out buildings), livestock equipment (squeeze shoots, calf tables, animal restraint devices, blocking chutes for fitting cattle to show, etc.)
- Repair of agricultural equipment – tractors, plows, disc, grain drills, balers, swathers, etc.
- Livestock demonstrations (calf birthing, horseshoeing, livestock fitting for show)

The additional 1,600 SF of space is to accommodate these functions that are critical to the districts current programs.

B- The proposed PK-12 building conforms to section 3 of CDE guidelines for compliance with the High Performance Certification Program. The new PK-12 Building will be designed for LEED Gold. The new Transportation Facility will be targeting LEED Gold but understands that "certified" rating would be acceptable to the State Architects Office given the building type, size and economics. We will be focusing on energy efficiency & water efficiency which provide the greatest long term benefits to the district, while minimizing the cost impact to CDE and the district.

How does the Applicant plan to Maintain this Project if it is Awarded:

Akron School District is committed to every aspect of education, including its facilities. Between 15% - 20% of each annual budget is allocated to maintenance and capital needs. The current FY10 budget is \$3,901,046 for general and capital fund expenditures - 17% of which is allocated to maintenance and capital projects.

FY07 Maintenance Expenditures:

- Salaries \$107,446
- Benefits 29,147
- Purch Service 117,459
- Supplies 151,651
- Property 178,613
- Total \$584,316

FY08 Maintenance Expenditures:

- Salaries \$113,843
- Benefits 29,822
- Purch Service 151,388
- Supplies 142,511
- Property 480,027
- Total \$917,591

FY09 Maintenance Expenditures:

--Salaries \$126,268
 --Benefits 34,467
 --Purch Service 157,776
 --Supplies 143,978
 --Property 410,605
 --Other 37,889
 Total \$910,983

FY10 Maintenance Expenditures Budget:

--Salaries \$130,000
 --Benefits 40,000
 --Purch Service 185,000
 --Supplies 152,000
 --Property 143,433
 Total \$650,433

We currently have no bond obligations and have sought grant opportunities to complete large capital projects. To summarize key expenditures in the last five years:

**2005 the district was awarded a \$200,000 Great Outdoor Colorado grant to complete the \$465,000 track at the sports complex. The remainder was financed at the local bank on a ten-year renewable loan.

**2006 the district replaced all heat supply lines and installed new ventilation units in both schools through a ten-year lease/purchase agreement with Honeywell for \$432,385.

**2007 the district was awarded a \$600,000 CDE Capital Construction Grant to install a new standing-seam metal roof on the elementary/junior high school.

**2007 a new digital communications system was installed by Centurytel for \$51,730. Our 30% e-rate discount allowed the district to recover the discount in the subsequent year.

**2009 the district replaced food service equipment for \$31,089 and purchased a utility vehicle for the maintenance department for \$6,800. Classroom equipment over and above the annual supplies budgets has totaled \$38,000 over the last three years.

The board and administration are cognizant of the capital needs in the district. To that end, all department directors are asked to join the board of education in their annual work session each October to discuss the district's educational goals and the capital needs required to meet those goals. The board, along with the superintendent, building principals, business manager, maintenance director, transportation director, technology director, and other interested persons, reviews the prior years' goals to determine whether they were met and if not, whether they should continue to be added to the current year's goal list. The goals are prioritized based on 1-student safety and security; 2-staff safety and security; 3-school improvement. The capital reserve budget allocations are made based on the goals list and the priorities given to each. The fixed asset list includes depreciation schedules and useful life expectancies. We hold money in reserve to fund those expenditures while allocating funds to meet the lease/purchase obligations of the district. Despite the reductions in school finance and declining enrollment, the district has transferred \$145,000 to the capital reserve fund in FY07 and FY08 and \$158,475 in FY09 and FY10.

With a successful BEST grant application and bond election the school district would build a new PK-12 school with less square footage than the two current school buildings. Significant financial resources have been spent to replace deficiencies in the buildings; however, we face millions more to renovate buildings that are beyond their useful life. The major capital expenditures are spent on priorities #1 and #2- student and staff safety and security. One new school would allow the district to channel its resources from the immediate health and safety needs that we lack the resources to fund to priority #3 - school improvement. The annual utilities are estimated to be ~30% less in a new PK-12 school, primarily due to energy efficient systems but also with the use of daylight harvesting. The current maintenance supply budget has a potential to decrease with new HVAC systems, new plumbing and updated electrical systems, etc.

We currently have two maintenance and two custodial personnel plus part-time student summer help. We feel confident that these four+ people will be able to handle the maintenance and custodial needs in a new school. We will be able to better utilize the staff because all personnel will be working in one building. Staggering custodial and maintenance staff in one building has potential to increase savings by reducing overtime or the need to hire additional staff.

The district will maintain its philosophy of holding in reserve funds to replace equipment and make necessary repairs. The current annual maintenance budget in addition to potential savings through efficiencies will meet the annual costs while providing a reserve for eventual repairs, replacements, and improvements. The board supports the necessity for the continual building of a maintenance reserve as a top priority.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

240,000

CDE Comments:

APPLICATION REQUIRED CLARIFICATION OF THE EXISTING CONTRACT WITH HONEYWELL BUILDING SOLUTIONS UNDER A 2005 LEASE/PURCHASE FINANCING OF THE ENERGY PERFORMANCE CONTRACT AND RELATED EQUIPMENT AS IT RELATES TO THE POSSIBLE DEMOLITION OF BUILDINGS NECESSARY FOR CONSTRUCTION OF THE NEW SCHOOL.

Funded FTE Count: 374
Assessed Valuation: \$35,263,651.00
PPAV: \$94,287.84

Bonded Debt Approved:
Year Bonded Election Approved:
Bonded Debt Failed:

Bonded Debt: \$0.00
Total Bonding Capacity: \$7,052,730.20
% of Bonding Capacity Used: 0.00%
Bond Capital Remaining: \$7,052,730.20
Existing Bond Mill Levy: 0
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Year Bond Election Failed:
2009 Bond Election Results: N/A
Median Household Income:** \$16,042.00
Free or Reduced Lunch %: 43.93%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: Yes

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$16,389,645.00
Current Project Match: \$7,712,774.00
Current Total Project Cost: \$24,102,420.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$22,954,686.00
Cost Per Sq Ft: \$233.00
Cost Per Pupil: \$65,585.00

Affected Sq Ft: 108,700
Master Plan Complete: Yes
CDE Minimum Match Percent: 48
Actual Match Provided: 32
Was a Waiver Letter Required: Yes
FCI: 64.08%
CFI: 78.80%
Inflation: 0
Davis- Bacon Wage Requirement: \$1,147,734

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Barton Pre-Kindergarten – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	30,530
Replacement Value:	\$5,862,223
Condition Budget:	\$4,182,937
Total FCI:	71.35%
Energy Budget:	\$10,686
Suitability Budget:	\$2,763,800
Total RSLI:	10%
Total CFI:	119%
Condition Score: (60%)	1.43
Energy Score: (0%)	2.15
Suitability Score: (40%)	3.93
School Score:	2.43



Q#87- The fire alarm system and/or some of its components are not functioning properly. Rated a 2.0

Q#87.2- Alarm system is functional. The system is non-addressable. The system does not function properly. Rated a 2.0

Poudre R-1- Bauder Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	63,156
Replacement Value:	\$14,109,713
Condition Budget:	\$7,691,884
Total FCI:	54.51%
Energy Budget:	\$0
Suitability Budget:	\$839,000
Total RSLI:	18%
Total CFI:	60.5%
Condition Score: (60%)	2.27
Energy Score: (0%)	3.50
Suitability Score: (40%)	4.39
School Score:	3.12



Q#87- The fire alarm system and/or some of its components are not functioning properly. Rated a 2.0

Q#87.2- The system is obsolete. It does not function. Rated a 1.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Beattie Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	45,655
Replacement Value:	\$10,272,835
Condition Budget:	\$6,570,195
Total FCI:	63.96%
Energy Budget:	\$15,979
Suitability Budget:	\$830,300
Total RSLI:	15%
Total CFI:	72.2%
Condition Score: (60%)	1.80
Energy Score: (0%)	3.20
Suitability Score: (40%)	4.78
School Score:	2.99



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- The system is obsolete. It does not function. Rated a 1.0

Poudre R-1- Bennet Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	49,106
Replacement Value:	\$10,394,919
Condition Budget:	\$5,694,694
Total FCI:	54.78%
Energy Budget:	\$17,187
Suitability Budget:	\$949,000
Total RSLI:	19%
Total CFI:	64.1%
Condition Score: (60%)	2.26
Energy Score: (0%)	2.65
Suitability Score: (40%)	4.62
School Score:	3.21



Q#87- The fire alarm system and/or some of its components are not functioning properly. Rated a 2.0

Q#87.2- Alarm system is functional. The system is non-addressable. The system does not function properly. Rated a 2.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Cache La Poudre ES – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	52,843
Replacement Value:	\$11,364,804
Condition Budget:	\$6,830,186
Total FCI:	60.10%
Energy Budget:	\$0
Suitability Budget:	\$1,127,400
Total RSLI:	14%
Total CFI:	70.0%
Condition Score: (60%)	2.00
Energy Score: (0%)	3.70
Suitability Score: (40%)	4.27
School Score:	2.91



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is original installation. The system is non-addressable. The system does not function properly. Rated 2.0

Poudre R-1- Dunn Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	45,957
Replacement Value:	\$9,842,398
Condition Budget:	\$5,109,616
Total FCI:	51.91%
Energy Budget:	\$0
Suitability Budget:	\$1,663,400
Total RSLI:	25%
Total CFI:	68.8%
Condition Score: (60%)	2.40
Energy Score: (0%)	3.15
Suitability Score: (40%)	4.43
School Score:	3.21



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is original installation. The system is non-addressable. The system does not function properly. Rated 2.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Fullana Learning Center – Fire Alarm System Improvements

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	24,109
Replacement Value:	\$5,233,514
Condition Budget:	\$3,788,779
Total FCI:	72.39%
Energy Budget:	\$8,438
Suitability Budget:	\$2,418,900
Total RSLI:	4%
Total CFI:	119%
Condition Score: (60%)	1.38
Energy Score: (0%)	1.25
Suitability Score: (40%)	4.05
School Score:	2.45



Q#87- The fire alarm system and its components are new and meet current codes. Rated a 5.0

Q#87.2- The alarm system is of new construction. The system is addressable. Rated a 5.0

Poudre R-1- Irish Elementary School – Fire Alarm System Improvements

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	50,427
Replacement Value:	\$11,284,049
Condition Budget:	\$6,236,072
Total FCI:	55.26%
Energy Budget:	\$0
Suitability Budget:	\$3,693,900
Total RSLI:	20%
Total CFI:	88.0%
Condition Score: (60%)	2.24
Energy Score: (0%)	3.00
Suitability Score: (40%)	3.72
School Score:	2.83



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is functional. The system is addressable. The system is expected to expire within the next ten years. Rated a 3.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Johnson Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	56,396
Replacement Value:	\$11,015,529
Condition Budget:	\$5,892,261
Total FCI:	53.49%
Energy Budget:	\$0
Suitability Budget:	\$2,137,700
Total RSLI:	12%
Total CFI:	72.9%
Condition Score: (60%)	2.33
Energy Score: (0%)	3.85
Suitability Score: (40%)	4.12
School Score:	3.04



Q#87- There is no fire alarm in the building AND/OR the system is failing or components are no longer in service. Rated a 1.0

Q#87.2- The system is obsolete. It does not function. Rated a 1.0

Poudre R-1- Kruse Elementary School – Fire Alarm System Improvements

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	51,384
Replacement Value:	\$12,203,712
Condition Budget:	\$4,000,898
Total FCI:	32.78%
Energy Budget:	\$0
Suitability Budget:	\$3,101,000
Total RSLI:	26%
Total CFI:	58.2%
Condition Score: (60%)	3.36
Energy Score: (0%)	3.25
Suitability Score: (40%)	4.10
School Score:	3.66



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is functional. The system is addressable. The system is expected to expire within the next ten years. Rated a 3.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Laurel Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	51,384
Replacement Value:	\$11,164,808
Condition Budget:	\$2,140,790
Total FCI:	19.17%
Energy Budget:	\$0
Suitability Budget:	\$656,100
Total RSLI:	26%
Total CFI:	25.1%
Condition Score:	4.04
Energy Score: (20%)	2.75
Suitability Score: (40%)	4.74
School Score:	4.06



Q#87- The fire alarm system and its components are new and meet current codes. Rated a 5.0

Q#87.2- The alarm system has been replaced recently. The system is addressable. The system may require upgrades within the next ten years. Rated a 4.0

Poudre R-1- Linton Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	51,384
Replacement Value:	\$11,755,700
Condition Budget:	\$4,135,523
Total FCI:	35.18%
Energy Budget:	\$0
Suitability Budget:	\$682,700
Total RSLI:	21%
Total CFI:	41.0%
Condition Score: (60%)	3.24
Energy Score: (0%)	3.60
Suitability Score: (40%)	4.55
School Score:	TBD



Q#87- The fire alarm system and/or some of its components are not functioning properly. Rated a 2.0

Q#87.2- Alarm system is functional. The system is addressable. The system is expected to expire within the next ten years. Rated a 3.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Moore Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	76,443
Replacement Value:	\$14,981,491
Condition Budget:	\$9,196,296
Total FCI:	61.38%
Energy Budget:	\$0
Suitability Budget:	\$2,496,100
Total RSLI:	19%
Total CFI:	78.0%
Condition Score: (60%)	1.93
Energy Score: (0%)	3.50
Suitability Score: (40%)	4.60
School Score:	TBD



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- The alarm system has been replaced recently. The system is addressable. The system may require upgrades within the next ten years. Rated a 4.0

Poudre R-1- O'Dea Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	48,018
Replacement Value:	\$9,411,217
Condition Budget:	\$7,721,256
Total FCI:	82.04%
Energy Budget:	\$16,806
Suitability Budget:	\$1,119,300
Total RSLI:	0%
Total CFI:	94.1%
Condition Score:	0.90
Energy Score: (20%)	2.65
Suitability Score: (40%)	4.57
School Score:	2.72



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is original installation. The system is non-addressable. The system does not function properly. Rated a 2.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Olander Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	51,384
Replacement Value:	\$12,175,570
Condition Budget:	\$5,813,996
Total FCI:	47.75%
Energy Budget:	\$0
Suitability Budget:	\$1,597,600
Total RSLI:	17%
Total CFI:	60.9%
Condition Score: (60%)	2.61
Energy Score: (0%)	3.50
Suitability Score: (40%)	4.28
School Score:	TBD



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is functional. The system is addressable. The system is expected to expire within the next ten years. Rated a 3.0

Poudre R-1- Preston Jr High School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	127,966
Replacement Value:	\$32,555,527
Condition Budget:	\$4,528,913
Total FCI:	13.91%
Energy Budget:	\$0
Suitability Budget:	\$5,081,400
Total RSLI:	38%
Total CFI:	29.5%
Condition Score: (60%)	4.30
Energy Score: (0%)	3.45
Suitability Score: (40%)	4.79
School Score:	TBD



Q#87- The fire alarm system and its components are new and meet current codes. Rated a 5.0

Q#87.2- The alarm system is of new construction. The system is addressable. Rated a 5.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Riffenburgh Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	48,433
Replacement Value:	\$11,130,186
Condition Budget:	\$6,133,190
Total FCI:	55.10%
Energy Budget:	\$16,952
Suitability Budget:	\$1,438,800
Total RSLI:	25%
Total CFI:	68.2%
Condition Score: (60%)	2.24
Energy Score: (0%)	2.85
Suitability Score: (40%)	3.91
School Score:	TBD



Q#87- There is no fire alarm in the building AND/OR the system is failing or components are no longer in service. Rated a 1.0

Q#87.2- Alarm system is original installation. The system is non-addressable. The system does not function properly. Rated a 2.0

Poudre R-1- Shepardson Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	50,516
Replacement Value:	\$11,637,656
Condition Budget:	\$6,281,721
Total FCI:	53.98%
Energy Budget:	\$0
Suitability Budget:	\$1,584,400
Total RSLI:	31%
Total CFI:	67.6%
Condition Score: (60%)	2.30
Energy Score: (0%)	3.00
Suitability Score: (40%)	4.41
School Score:	TBD



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is functional. The system is addressable. The system is expected to expire within the next ten years. Rated a 3.0

-Continued on the next page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Poudre R-1- Tavelli Elementary School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	62,537
Replacement Value:	\$13,612,822
Condition Budget:	\$9,124,715
Total FCI:	67.03%
Energy Budget:	\$21,888
Suitability Budget:	\$1,546,300
Total RSLI:	5%
Total CFI:	78.6%
Condition Score: (60%)	1.65
Energy Score: (0%)	2.65
Suitability Score: (40%)	4.25
School Score:	TBD



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is functional. The system is addressable. The system is expected to expire within the next ten years. Rated a 3.0

Poudre R-1- Wellington Jr High School – Fire Alarm System Improvements

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	55,984
Replacement Value:	\$13,924,291
Condition Budget:	\$3,130,168
Total FCI:	22.48%
Energy Budget:	\$0
Suitability Budget:	\$2,743,500
Total RSLI:	27%
Total CFI:	42.2%
Condition Score: (60%)	3.88
Energy Score: (0%)	3.25
Suitability Score: (40%)	3.98
School Score:	TBD



Q#87- The fire alarm system is working properly and meets guidelines but showing signs of age. Rated a 3.0

Q#87.2- Alarm system is functional. The system is addressable. The system is expected to expire within the next ten years. Rated a 3.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: POUDRE R-1

Project Rank: 0.28

County: LARIMER

Applicant Priority #: 1

Project Title: Fire Alarm Replacement at Multiple Sites

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Each of the school sites in this proposal needs to replace a fire alarm system that is no longer adequate for school safety and security. Each site is an active learning community, serving students in grades Pre-K, grades K-5, or grades 6-8 depending on the building from approximately 7:30 a.m. to 4:00 p.m. Programming includes the delivery of general education to students during the full school year. Some sites are also used for after-school and summer programming. Systems that will be replaced are non-ADA compliant analog systems that need digital addressable systems that are ADA compliant. Replacement of the fire alarm systems at the sites indicated is the #1 priority on Poudre School District's facility maintenance list. Staff will be provided with written instructions for the new alarm system as well as on-site training at the time of new alarm installation. PSD Facilities staff will be available to answer follow-up questions and provide prompt and effective repair of any systems.

Issue: Fire Alarm

Deficiencies Associated with this Issue:

Poudre School District has 20 school sites (Pre-K learning centers, elementary, and middle schools) with inadequate fire alarm systems. At 16 sites, the current systems are non-ADA analog systems. At four other sites, the systems range from 13-17 years old and are old zone systems that are out-of-date. The replacement of these systems is the number one maintenance need of Poudre School District; however with 12% budget cuts for the 2010-11 school year, the project is on hold.

Proposed Solution to Address the Deficiencies Listed Above:

PSD will replace all the old systems with new digital addressable systems that meet ADA requirements. The new systems will allow more information to building site monitors and more immediate information to emergency responders and district personnel in the case of a fire alarm.

How Urgent is this Project:

Each of alarm systems at the 20 sites scored 2-3 year imminent replacement on the 2007 severity score survey.

What is the Cost Associated with this Project:

1145361

How Does this Project Conform with the Construction Guidelines:

The Colorado Public School Facility Construction Guidelines established as a result of House Bill 08-1335 provide a guideline that addresses the need for fire alarms: 1.2.1. Health and safety issues, including security needs and all applicable health, safety and environmental codes and standards as required by state and federal law. The guidelines PSD will use for this fire alarm project are: 3.5. A building fire alarm and duress notification system in all school facilities designed in accordance with State and Local fire department requirements. Exceptions include unoccupied very small single story buildings, sheds and temporary facilities where code required systems are not mandatory and the occupancy does not warrant a system; and 3.8. An Event Alerting and Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school to provide efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations.

How does the Applicant plan to Maintain this Project if it is Awarded:

Poudre School District test fire alarms on a semi-annual basis. These inspections include the following steps: (1)Zone map located at annunciator and fire panel; (2) Operational instructions correct and located by fire panel; (3) fire alarm test sign-off sheet located by fire panel and updated; (4) battery terminals and connections free of corrosion; (5) horns and strobes tested of 5-10 minutes on battery power; (6) all horns and strobes working; (7) intercom siren properly interfaced to fire alarm; (8) all pull stations working by pulling lever; (9) smoke and heat detectors working with magnet or smoke; (10) all accessible duct detectors tested; (11) magnetic door holders working properly; (12) Zones on annunciator and panel correlate properly; (13) confirm that dialer has sent proper signals; (14) confirm that alarm signal sent while panel in trouble.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

76357

CDE Comments:

Funded FTE Count: 24,260
Assessed Valuation: \$2,316,956,729.00
PPAV: \$95,503.26
Bonded Debt: \$224,369,466.00
Total Bonding Capacity: \$463,391,345.80
% of Bonding Capacity Used: 48.42%
Bond Capital Remaining: \$239,021,879.80
Existing Bond Mill Levy: 12.605
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Bonded Debt Approved: \$175,000,000
Year Bonded Election Approved: 2000
Bonded Debt Failed:
Year Bond Election Failed:
2009 Bond Election Results: N/A
Median Household Income:** \$23,146.00
Free or Reduced Lunch %: 24.29%
State Financial Watch: No
Charter School Fund Balance:
Is the Facility Under a Lease Purchase Agreement: No

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$579,552.62
Current Project Match: \$680,344.38
Current Total Project Cost: \$1,259,897.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$1,145,361.00
Cost Per Sq Ft: \$1.00
Cost Per Pupil: \$143.00

Affected Sq Ft: 1,076,811
Master Plan Complete: Yes
CDE Minimum Match Percent: 54
Actual Match Provided: 54
Was a Waiver Letter Required: N/A
FCI: 51.43%
CFI: 68.90%
Inflation: 10
Davis- Bacon Wage Requirement: \$131,741

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Florence Re-2 – Penrose Elementary School – Renovation

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	76,437
Replacement Value:	\$17,975,196
Condition Budget:	\$6,815,109
Total FCI:	37.91%
Energy Budget:	\$26,753
Suitability Budget:	\$4,461,200
Total RSLI:	30%
Total CFI:	62.9%
Condition Score:	3.10
Energy Score: (20%)	2.25
Suitability Score: (40%)	3.90
School Score:	3.25



**Q#120- Strong odor in some areas (sewer lines are beyond their expected life)
Rated a 2.0**

Q#82- This school meets some of the following requirements for the physically challenged: lever actuated door hardware, ADA signage, dual level drinking fountains, ADA compliant restrooms or locker room; access ramps, compliant handrails and guardrails, accessible parking. Rated a 3.0

Q#102.2- Many serious cracks or other areas of failure (this pertains to the exterior walls) Rated a 2.0

Q#34- Yes, the water mostly drains away from the building. Rated a 3.0

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: FLORENCE RE-2

Project Rank: 0.25

County: FREMONT

Applicant Priority #: 2

Project Title: ES Misc Renovations-HVAC, Restrooms, ADA, Tuck pointing and Water Infiltration

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input checked="" type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input checked="" type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input checked="" type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Historic - Built 1918 | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The historic portion of Penrose Elementary School evaluated for this assessment has approximately 12 classrooms and contains 17,000 square feet. It is not currently in use by the district. It was most recently the middle school for Penrose, which has moved to the Middle School in Florence. The historic building is a single story with a garden level and steeply pitched roof. The building is currently attached to the other additions via a brick masonry connection built in 1963. The first addition (1963) is concrete, CMU and brick. It contains a gym, cafeteria and some classrooms. The later addition (2004) is CMU and steel construction. It contains a computer lab, a library, 14 elementary classrooms, a central group learning atrium, and an administrative suite. The newest portion of the building is up to code, is ADA accessible, and educationally adequate.

The district is requesting a cash grant for the Penrose facility in order to make some necessary improvements to the 1963 portion of the school, as well as to take appropriate measures to preserve and make safe the abandoned historic school building. Desired improvements to the older addition include mechanical, electrical and plumbing upgrades to the systems at the kitchen and adjacent classroom wing, upgrades to some kitchen equipment for function and energy-efficiency, and upgrades of the 1963 restrooms to meet ADA accessibility. The requested grant would also cover full mothballing of the historic building and it's separation from the current school. Future uses and restoration would not be part of the grant funding scope. The grant would also cover some building commissioning in the latest addition in order to improve indoor air quality and thermal comfort.

Issue: Handicapped Accessibility ADA

Deficiencies Associated with this Issue:

Penrose Elementary School is a single-story building, although it is divided between two major floor elevation levels connected by interior ramps and stairs with lifts. The newer construction is located in the southern portion of the building. The restrooms and locker rooms in the northern portion of the building (north of the grade change) are not ADA-compliant. Interior door hardware is only ADA-compliant in the latest addition.

Proposed Solution to Address the Deficiencies Listed Above:

The restrooms and locker rooms at the northern portion of the building (above the stair lift) require upgrades for ADA compliance as does the door hardware in areas other than the southern administration and classroom addition. Improvements to the 1968 Portion of Penrose elementary School should include upgrading the restroom areas to ADA-compliance. These upgrades would include low-flow fixture upgrades and automated sensor valves and faucets.

How Urgent is this Project:

The northern portions of the building do not currently meet ADA accessibility standards and should be upgraded.

What is the Cost Associated with this Project:

\$75,000

Issue: Water Systems

Deficiencies Associated with this Issue:

The sewer line connecting the kitchen to the main on the east side of the building requires repair or replacement in some areas and should be addressed during this portion of the work. Floor drains at the kitchen sinks are not constructed properly and do not meet health code requirements. The suitability of the grease interceptor should be determined following further investigation.

Proposed Solution to Address the Deficiencies Listed Above:

The wastewater system as it relates to the kitchen area should be repaired or replaced. The plumbing fixtures, floor drains and kitchen equipment should be replaced selectively as required to meet health codes. This will require demolition through the classroom wing to the east and out to the main line connection east of the building.

How Urgent is this Project:

The sewer lines are currently failing and the plumbing fixtures are consistently tagged by the health inspector. Replacement of the system in this area is advisable immediately.

What is the Cost Associated with this Project:

\$30,000

Issue: Other

Deficiencies Associated with this Issue:

The building requires 100 percent repointing with appropriate mortar. The building's roofing, drainage and wood fascia trim are all in poor condition. Wood shingles at the dormer and exposed wood rafter ends are typically in fair condition. Minor epoxy repairs, consolidation and appropriate preparation and painting will preserve these original historic materials. In addition to being an access point to an abandoned building, the 1968 connector disrupts the original roof drainage for the historic structure. Drainage rerouted to avoid the connector has the potential to cause deterioration and damage to all the surrounding structures.

Proposed Solution to Address the Deficiencies Listed Above:

The historic Penrose School building is currently vacant, and has been since the middle school moved out to the Florence High School building in the 2006-2007 school year. The master plan proposes to immediately mothball the existing building and preserve until a time when an appropriate use can be determined for restoring the building. A recommendation of this portion of the assessment is to eliminate the interior connection between the historic school and the 1960s construction. This connection has caused damage, modified the drainage of the historic school and will serve no apparent purpose in the reuse of the structure. As part of efforts to preserve the historic building, it is recommended that the district demolish the connecting portion of building between it and the gymnasium. To secure and disconnect the building, which is not in use, will reduce or prevent student access and restore proper drainage to the older roof area.

How Urgent is this Project:

The abandoned building is currently a safety hazard because of relative accessibility by students and the public. The deterioration of the roof, the unpainted eaves and wood structure will accelerate over the course of one to two years. It is advisable to fully mothball the building immediately in order to prevent further deterioration and dangerous conditions, such as mold or structural problems.

What is the Cost Associated with this Project:

\$40,000

Issue: HVAC

Deficiencies Associated with this Issue:

The building is served by gas fired boilers with preheat coils in the air handlers and reheat coils in the ductwork with chilled water coils serving all rooms in the new addition with two pumps for each system. The 1963 portion of the school is heating only with unit ventilators and baseboard radiation.

The new addition is currently served by hot water preheat coils and chilled water coils in the rooftop units and reheat coils in the VAV ductwork to each classroom.

The 1963 portion of the building has baseboard and unit ventilators in all classrooms. The unit ventilators cause severe acoustical problems. All heating water supply and return piping is un-insulated in the 1963 portion of the building.

Evaporative cooling in the kitchen area. Some cooling provided by a window-mounted ac unit.

The temperature controls are the original pneumatic controls in the 1963 portion and DDC in the new additions. The new addition is having cooling control issues.

Proposed Solution to Address the Deficiencies Listed Above:

Immediate needs in the kitchen and cafeteria areas require the replacement of the current HVAC systems (RTU's). Both this area and the classroom wing to the north will require the systems replacement. A system which has the capacity to cool and ventilate the kitchen more efficiently will be installed.

How Urgent is this Project:

The replacement of the kitchen and the classroom wing HVAC systems (currently linked) will make both areas fully usable. By upgrading the classroom system, the relocation of the preschool program from the modular classrooms to the main building becomes feasible. It is advisable to eliminate the modulars immediately.

What is the Cost Associated with this Project:

\$94,000

How Does this Project Conform with the Construction Guidelines:

CONSTRUCTION GUIDELINE CONFORMITY

The project is currently out of conformance with multiple Facility Construction Guidelines put forth by CDE. The most critical non-conformities have been analyzed and addressed by the scope of work in the grant proposal as follows:

“3.2. A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building...”

The roofing should be replaced at the historic building which has the most urgent need. Roofing with prevent further deterioration and safety hazards at the abandoned building.

“3.11. A safe and efficient mechanical system that provides proper ventilation, and maintains the building temperature and relative humidity in accordance with the most current version of ASHRAE 55...”

The kitchen area is currently cooled only by an electric window unit. Rooftop units for ventilation of the kitchen area, and for conditioning of the nearby classroom wing to the east, are not functioning properly. The HVAC system in this area should be replaced.

“3.17. A facility that complies with the American Disabilities Act (ADA) providing accessibility to physically disabled persons.”

The restrooms in the northern portion of the building are not ADA accessible. Part of the requested cash grant would be used to upgrade the restrooms in this area of the building.

“4.8. Elementary, middle, high, and PK-12 buildings ...are located in permanent Buildings...Each facility should have the potential, or be planned for, expansion of services for the benefit of the students for programs such as full-day kindergarten and preschool...”

The current preschool program is located in modular classroom buildings to the north of the main school. The proposed HVAC system and restroom improvements would allow the school to relocate the preschool program inot the main building. Due to the vacation of the middle school portion of this school to Florence, there is space for Preschool to move in if the facilities are brought up to CDE standards.

“5.1.3. Facilities that reduce demand on municipal infrastructure by... reducing water consumption...”

The proposed plumbing fixture upgrades at the school restrooms will address this requirement with modern low-flow fixtures and electronic sensor devices.

“5.1.18. Commission mechanical systems at completion of construction and retro-commission every five years...”

The requested cash grant would include funds to commission the HVAC at the newer addition to the building (built in 2005.) There are numerous and consistent complaints about thermal comfort in these spaces. Additionally, maintenance is having trouble adjusting the RTU equipment properly.

How does the Applicant plan to Maintain this Project if it is Awarded:

Penrose Elementary School

Over the last three years, approximately 2% of the General Fund Budget has been expended on the maintenance of facilities in the District. Of the \$175,000 spent annually, an average of \$27,000 is spent maintaining Penrose Elementary School. Included in this cost is \$6,500 (23%) in preventative maintenance contracts with vendors to service and maintain our systems (boiler, HVAC, fire alarm, etc). There are other costs associated with preventative maintenance systems. These costs would include filters and valves, and the preventative maintenance is provided by our maintenance department.

Penrose Elementary School has been updated, renovated, and added onto over the years. This project would make improvements to the section of the school that is almost 50 years old. We are currently servicing and maintaining that section and it requires a lot of attention due to the age of the systems/facility. We realize that we will see savings from having new, more efficient systems and infrastructure, and plan to use that savings to increase the preventative maintenance aspect. We fundamentally believe that a preventative maintenance program is far more cost effective from a labor, parts, and efficiency perspective. We typically spend approximately \$7,000 / year on preventative maintenance contracts for our newer facilities and systems. We forecast that we would not have to increase our preventative maintenance contract expenditures significantly to continue to properly service our systems in Penrose. We would be able to consolidate our preventative maintenance service agreements for the entire Penrose Elementary School without adding significant costs. However, we believe that the savings seen by the improvements of the projects will surpass that amount, so if that amount needed to be increased in order to maintain the systems, we could easily increase the amount spent on preventative maintenance.

In addition to the General Fund expenditures, we have also spent \$50,000 on the Penrose Elementary facility in the past three years out of our Capital Reserve Fund. We normally transfer approximately \$300,000 to our Capital Reserve Fund each year. This money is used for expenditures to repair, upgrade, and improve our facilities, transportation fleet, etc. When the project is completed, we will continue to transfer the money into the Capital Reserve Fund and 8% (\$25,000) of the money would be set-aside for the continued preventative maintenance and/or repair and replacement of systems and infrastructure for Penrose Elementary School.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$25,000

CDE Comments:

Funded FTE Count:	1,600	Bonded Debt Approved:	\$22,000,000
Assessed Valuation:	\$164,796,220.00	Year Bonded Election Approved:	2003
PPAV:	\$103,029.83	Bonded Debt Failed:	
Bonded Debt:	\$20,115,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$32,959,244.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	61.03%	Median Household Income:**	\$16,953.00
Bond Capital Remaining:	\$12,844,244.00	Free or Reduced Lunch %:	45.25%
Existing Bond Mill Levy:	11.65	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	

If it's a 3rd Party Explain: **Is the Facility Under a Lease Purchase Agreement:** No

If it's a Charter School, Where will the Facility Revert To:

Current Grant Request:	\$624,249.56	Affected Sq Ft:	76,437
Current Project Match:	\$197,131.44	Master Plan Complete:	Yes
Current Total Project Cost:	\$821,381.00	CDE Minimum Match Percent:	36
Previous Grant Awards:	\$0.00	Actual Match Provided:	24
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	37.91%
Future Matches:	\$0.00	CFI:	62.90%
Total for all Phases:	\$746,710.00	Inflation:	6
Cost Per Sq Ft:	\$9.00	Davis- Bacon Wage Requirement:	\$13,404
Cost Per Pupil:	\$3,320.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Sheridan 2 – Ft. Logan Elementary School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	44,254
Replacement Value:	\$10,115,962
Condition Budget:	\$2,158,006
Total FCI:	21.33%
Energy Budget:	\$15,489
Suitability Budget:	\$2,687,900
Total RSLI:	47%
Total CFI:	48.1%
Condition Score:	3.93
Energy Score: (0%)	2.25
Suitability Score: (40%)	3.68
School Score:	3.83



Sheridan 2 – Sheridan Middle School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	68,156
Replacement Value:	\$18,064,403
Condition Budget:	\$5,061,079
Total FCI:	28.02%
Energy Budget:	\$23,855
Suitability Budget:	\$6,705,800
Total RSLI:	41%
Total CFI:	65.3%
Condition Score:	3.60
Energy Score: (0%)	2.25
Suitability Score: (40%)	3.37
School Score:	3.51



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: SHERIDAN 2

Project Rank: 0.22

County: ARAPAHOE

Applicant Priority #: 1

Project Title: New MS

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

"Pedro Gomez" knows Sheridan Middle School is in a BAD LOCATION. SMS is located on a very small 5.82 acre site fronting on Federal Blvd, a major 4-lane arterial highway. The only space for play areas is along Federal. Tall chain link fencing around the play areas don't keep students from chasing balls into the street nor help Pedro in 2004 when he was struck by a car. He sustained a traumatic brain injury and has required significant special education support since that time. The Sheridan Police began a campaign to increase awareness of the danger, but it is ignored. The community based Long Range Planning Committee, formed to plan the future direction for Sheridan's schools asks, "Who's next?" They also resolved to move the school to a safer site.

A visitor to Sheridan School District told Superintendent Michael Clough "Your schools exude poverty". Except for the high school constructed in 1972, all the schools date prior to 1960 and they look and act like it. Parents in the District seem to agree as the student population has steadily decreased over the past 10 years leaving 84% of students on free and reduced lunch and 10% from homeless families. The citizens of Sheridan want their community to return to its once competitive position amongst its much larger neighboring cities. They've shown their commitment by supporting a school bond issue and a \$96 million tax increment financing bond to commercially develop the River Point Center. They've leveraged their future all they can and are now asking for help from the BEST program before the next student dashes across Federal.

The bond issue passed in 2006 raised \$16 million to eliminate mobiles and improve the image of the District's 5 schools. This effort could only scratch the surface leaving several critical life safety issues unresolved. The fresh, aggressive approach instigated by Mr. Clough has already created a paradigm shift away from a 'make do' approach to a determined 'can do' mantra.

LKA Partner's analysis found the SMS building to be the most deficient in all areas with the grade 3/5 Ft. Logan Elementary a close 2nd. FLE is the District's oldest building, 1923, with each of the many additions creating yet another hidden nook to hide vandals or the many homeless people who find warmth in the stairwell to the boiler room. It makes no sense to spend any more money fixing SMS, even to meet ADA for Pedro.

The very popular Early Childhood Center is in an old elementary school shared with District Admin offices. The building is too small to meet demand, 43 on waiting list, and HeadStart requirements. The many visitors to Admin bring too many strangers into this school for very young children. Control of the many doors into the building is impossible. Who knows if the adult taking "Amber" home is really authorized?

The search for another site for SMS led to the realization the new school did not need to be limited to grades 6-8 increasing the benefits of adding additional grades to the school and taking another antiquated school off line. A lively educational discussion amongst all the District's principals debating the pros and cons of various grade level configurations arrived at the determination that a new 3/8 school, allowing the popular existing K/2 school to remain, was most appropriate for Sheridan.

Locating the new school on the west end of the large high school site and demolishing ECC satisfies all the parameters established for the new building by the LRPC. The ECC program would be relocated to FLE which will better serve the program, community and District after required improvements turn it into a LEED Gold facility. District Admin would be moved to the old SMS, an excellent and prominent location for this function.

Issue: School Replacement

Deficiencies Associated with this Issue:

SHERIDAN MIDDLE SCHOOL IS IN A BAD PLACE FOR A SCHOOL. It is in an inappropriate location for a school of any level at the top of a hill facing Federal Blvd, a 4-lane major arterial designated as a Colorado State highway (Photo # 07) carrying between 20,000 and 30,000 vehicles per day thru Sheridan. Its site is shared with the District's Stadium and the Sheridan City Hall. Less than 6 acres is available for middle school use. The building needs considerable work to bring it up to minimum CDE standards for health, life safety, accessibility, educational suitability and energy and operational efficiency. The building design is not conducive to cost effective solutions to its problems. Bottom line, regardless of how much money is spent to improve the building and site, it is still located right on Federal Blvd. After reviewing options for corrections and improvements the community based Long Range Planning Committee (LRPC) insisted the school be moved. The search for an alternative site then began, followed quickly by the idea that the new building should be more than just a middle school.

The oldest, most convoluted school in the District is Ft. Logan Elementary that houses grades 3 thru 5. Sheridan's principals and the LRPC agreed the ideal grade level configuration for the new school would be grades 3 thru 8. And the best site for the new school is in the location of the school that received the least improvement in the 2006 bond, the Early Childhood Center (ECC). Relocating the ECC program to Ft. Logan

puts it in a pedestrian friendly central location in the community, in a much larger building that, in order to function effectively, meet demand and conform to Head Start requirements would need to be expanded and remodeled to such an extent that LEED Gold certification would be a requirement of a BEST Grant.

In 2006 a bond election was passed that used all of the District's bonding capacity at the time and generated about \$16 million. Generally, the goals of the bond issue were to add classrooms to eliminate mobiles, replace 10 year old evaporative cooling systems (Photo # 11), and improve the appearance of all the District schools. These goals were only partially accomplished for two reasons. First, with 5 schools needing work, an average of less than \$3.5 million each would not go very far. Second, unprecedented construction inflation at the time reduced even further the degree to which these goals and other critical deficiencies could be fully addressed.

By constructing a new 3/8 School on the ECC site, most of the deficiencies identified by LKA Partners in their condition analysis of all Sheridan Schools, January 2010, would be obviated. The middle school would later be converted to District Administration uses. Ft. Logan Elementary will require extensive additions and renovations in order to meet requirements for an early childhood education facility so all of its deficiencies would be corrected under that project. Finally, the present ECC building would be demolished to make room for the new 3/8 School.

The deficiencies listed below focus on life safety and health deficiencies at Sheridan Middle School and the Early Childhood Center. The items are referenced to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303(1).

3.1. Sound building structural systems. While most of SMS and ECC are slab-on-grade, the gyms are both supported by wood joists over a crawl space. At least one of the joists at SMS has cracked. Obviously, the load on that joist has shifted to the adjacent members increasing the load they must carry. Effective repairs are quite difficult and since the floor is not yet deflecting, no repairs have been made.

3.2. A weather-tight roof that drains water positively off the roof and discharges the water off and away from the building. At SMS, all but the recently replaced gym and main office roofs are beyond service life, are leaking and require immediate replacement. See Photos # 12 thru 17 for bubbled roofing and examples of temporary solutions to holding down corners of membrane roofing that have delaminated.

The solution for leaky roofs at ECC was to construct a pitched roof structure over the existing flat roofs supported by the existing bearing walls. The old roof membranes were not removed. Gutters and downspouts on these asphalt shingled roofs are greatly undersized. The new downspouts discharge on grade (Photo # 18) or into storm piping with an air gap (Photo # 19). In winter, the downspouts and storm piping freeze, causing water to spread across sidewalks, parking and play areas forming ice. The grading around the building provides minimal slope for drainage which is exacerbated by the increased storm water loading. Saturation of the ground around the building and of the brick bearing walls will have long term detrimental impacts on the structural integrity of the building.

3.3. A continuous and unobstructed path of egress from any point in the school that provides an accessible route to an area of refuge, a horizontal exit, or public way and 3.17. A facility that complies with the American Disabilities Act (ADA) Interior exit corridors in classroom wings of SMS contain several ramps that exceed Code steepness by 50% and have no handrails. This condition eliminates at least one of the two means of egress for handicapped occupants like "Pedro Gomez". A person in a wheelchair should always be able to exit down these ramps to an exterior door, but will not be able to exit up the ramps thereby eliminating the only other means of exit from these portions of the building (which contain all of the classrooms).

The two SMS classroom wings step down from a high point at the main cross corridor that connects the main entrance to the east with the faculty and bus student entrance to the west. The west wing floor and roof steps down twice and the east wing 4 times. The steps vary from 24" to 30". The corridor ramps slope between doors accessing classrooms on each side at each level preventing an extension of the ramp without relocating the doors. See Photo # 20. Student lockers are installed on each side of the corridors in several locations and step down along each ramp. In order for the lockers to be available for use there are no handrails on the ramps. Students whose locker is on the ramp must stand at an angle.

The one fire wall at ECC creates a dead-end corridor in the main hallway. The State Assessment indicates this building is Type IIA or IIB which is non-combustible construction requiring 2 hour fire walls. All of the new pitched roof construction is combustible wood as is the existing roof structure. The building therefore becomes a Type IIIB building which requires 3 hour fire walls and openings protected with 3 hour rated doors. The door that creates the dead-end corridor is a 90 minute rated door that should be replaced with a double egress 3 hour door. The gable ends of the new roof construction should be of 3 hour construction but they are not.

3.4. The water supply system shall deliver water at a minimum normal operating pressure of 20 psi ... to all plumbing fixtures." The water service pressure in SMS is an ongoing issue. The location on a prominent hilltop is the reason given by Denver Water Board for inordinately low water pressures. A pressure booster system has been installed but the District continues to experience pressure problems throughout the building at the fixtures. These problems include poor flow and poor operation of flush valves and faucets and which consequently affects the condition of waste piping. Recent water line replacement improved fire hydrants but did not affect domestic water service. Frequent sewage back ups have been linked to build up as a result of the low pressures.

Several waste lines run thru the SMS Gym crawl space. They have leaked and been repaired and replaced multiple times over the 58 year life of the building. One of the waste lines was improperly repaired and a second failure allowed raw sewage to enter the crawl space. This has been corrected but the District believes that this waste line should be further examined to determine whether the waste line location and installation should be altered. In the meantime, the crawl space is a smelly, damp place increasing the risk of mold and fungi formation.

3.7. Facilities equipped with closed circuit video and keycard or keypad building access. The Middle School is currently equipped with electric door locking capability only at its main (east) entrance. The main west entrance is used by faculty and bus students and is not protected per District policy. None of the other exterior doors are equipped with electronic monitoring capability. Doors can easily be left unlocked or even blocked open. Without electronic monitoring there is no way, save for physically checking each door throughout the day, to ascertain their security.

A worse security breach occurs at SMS as a result of the disinclination of visitors to use the east parking lot and its adjacent main

entrance/check-in because this requires negotiating the very busy Federal Blvd. The faculty parking lot on the west is much safer and easier to access. Visitors who have learned to park on this side of the building because of convenience must walk thru the building to the east side to check in at the main office. As a result, it is a common sight to see “strangers” walking thru the building. This situation is a characteristic that law enforcement and terrorist prevention officials abhor.

Security issues are caused at ECC by two major impacts. Every classroom has a door to the exterior as was common in schools built in the last half of the past century so that the interior corridors did not have to be fire rated. None of these doors are electronically controlled or monitored nor can they be locked without fire rating the corridors. Two of the ten classrooms are used by the Full Day/Full Year preschool program which is solely supported by Head Start for all residents of the District. This program operates from 6:00 am to 6:00 pm (6-2-6) everyday of the year except holidays and weekends. The Personnel Assistant to the Director of ECC is on a year round schedule now. However, between 6-7:30am and 4-6pm, there is no one to separate visitors from parents. In addition, all the exterior classroom doors are used as shortcuts by parents and teachers alike since most of the close-in parking is adjacent to those doors. The result leaves the children in the classrooms at risk of kidnapping or worse from a person with ulterior motives blending in with the normal chaos at the beginning and end of the day.

The second impact on security at ECC comes as a result of the building also being shared with District Administration, particularly the Superintendent. These administrators receive many visitors everyday. Many are upset. Once checked in at the reception desk, visitors can disappear around a corner into the main hallway and wander anywhere in the building.

3.8 An Event Alerting Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school for efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations

The telephone system is a vital component in the school’s emergency notification system. The system throughout the District is outdated and repair parts are becoming increasingly difficult to obtain. The system lacks capabilities inherent in more modern systems. Inconsistent operation or periods of inoperability waiting for parts put the school’s occupants at risk of not receiving warnings of impending natural or other threats. The phone connection to District Administration staff housed in mobiles adjacent to the ECC (Photos 21 & 22) is unreliable. It is not unusual for these staff to be unaware of alerts, duress or other emergency notifications.

3.13. Sanitary school facilities that comply with Colorado Department of Public Health.

Plumbing piping and fixtures and water, sewer and storm sewer utility piping at both buildings is almost 100% beyond its 30 year service life as noted in the State Assessment. Additional assessment by LKA’s team of architects and engineers confirmed the conditions in both buildings as requiring replacement of most fixtures, all of the interior galvanized water piping, all crawl space waste piping and select storm water and roof drain piping.

The Colorado Department of Public Health also governs Pre-Kindergarten facilities like ECC. Their requirements [4.10.2.] for classroom size, toilet fixtures (the really small ones must be utilized), storage and other support characteristics are not met at ECC. The program was moved into an old elementary school building with minimal remodeling. As a result, stepped platforms have been constructed to allow access for preschoolers to urinals(Photo # 10) and drinking fountains (see Photo # 23). Toilet rooms are “down the hall” rather than in the room as preferred by CDH. Also mandated are “warm floors” that would be difficult to achieve given the existing slab-on-grade construction and constant volume HVAC system.

3.14. Food preparation and associated facilities equipped and maintained to provide sanitary facilities for the preparation, distribution, and storage of food.

Kitchen equipment at SMS dates to original construction in 1952. Most of the serving and work counters are wood (see Photo #24). Tri-County Health has threatened to close down the kitchen if improvements are not made. All food service equipment is well past service life and does not contain energy saving features of modern equipment. Organization of work areas is not conducive to a modern food service facility (see Photo #25). There is no cooling in the space so it becomes unbearably hot in Spring and Fall. This situation indicates the likelihood that make-up air quantities for the range hood are far below Code requirements.

The ECC kitchen also dates to its original construction, but is blessed with slightly more stainless steel (see Photo #26). There main issues involve a non-functional range hood and the lack of a condensation hood at the dishwasher. There is no freezer and the coolers are original equipment.

3.16. A separate emergency care room or emergency care area shall be provided.

There is no emergency care room, nurse’s office or health center for middle school students. A separate Clinic run by CU Nursing School is located adjacent to the gymnasium which can be accessed by students, albeit circuitously. Such access puts them in contact with clients and visitors of the Clinic which is not a secure situation. Access by clients and visitors to the Clinic is therefore also possible into the middle school which can be an even more dangerous situation.

There are no nurse or emergency care spaces at ECC. This is a great detriment to the ECC program because of the age of the children attending and the program’s emphasis on involving the families of its students. Medicines requiring refrigeration are kept in refrigerators in various locations in the building.

3.18. A site that safely separates pedestrian and vehicular traffic

Pedestrian and vehicular traffic at SMS are designed to be separated but that is not the way the site is used by parents picking up and dropping off students [3.18.1]. On the east side of the site is the main entrance and parking area that can accommodate 120 cars and was designed for parent pick up and drop off. Safe access to the busy Federal Blvd is “right-in/right-out” (see Photo # 27). As a result, few people use this lot during school operations. Most people park in the west lot which is shared with City of Sheridan personnel (see Photo # 28). The school portion of the lot was designed for faculty parking only [3.18.2]. Because the site is not large enough for a separate bus area, the busses loop thru the faculty lot to pick up students at the building’s west entry (see Photo # 29). This is normally an acceptable solution on tight sites. However, because parents refuse to deal with Federal Blvd, they park amongst the faculty or City of Sheridan vehicles, or, even worse, wait to pick up their children at the curb designated for busses only [3.18.3]. The result is chaos in the afternoon as students stream between busses,

parked cars and moving cars toward their waiting pick up vehicle.

Busses for ECC students are separated from other vehicular traffic [3.18.1] as well as from any proximity to the school. Bus lane is located on an upper level bench of the site adjacent to staff parking south of the District Admin mobiles. Students must negotiate a steep stair to access the school grounds (see Photo #09) and the building. Visitors mingle with parents [3.18.3] picking up and dropping off in the very small north lot. There is no room for a turn-around and all those who park must back up in order to exit which creates an unsafe situation for small children even in good weather in daylight. Faculty parking [3.18.2] occurs in the south lot, offsite at the adjacent Rec Center or on-street to the north.

3.18.9. Consider restricting vehicle access at school entrances with bollards or other means to restrict vehicles from driving through the entry into the school.

There are no bollards or other structural elements sufficient to prevent a vehicle from driving thru the main entry into either school.

3.19. A safe and secure site with outdoor facilities for students, staff, parents, and the community.

SMS is located on a very busy 4 lane major arterial highway, Federal Blvd [3.19.1]. The 25 acre site is shared with the District Stadium AND the Sheridan City Hall. Less than 6 acres are available for middle school use. None of the Stadium facilities are able to be used by the middle school except for after school programs. The one grass field that could be used is not visible from the school and is over 600 feet away [3.19.2] (see Photo #30).

Electrical transformer and gas meter near the main entrance of SMS are not fenced [3.19.3]. The transformer at ECC is not fenced either. The building exterior and walkways are not adequately lighted to protect and guide occupants during evening use of either school facility [3.19.5]. This is particularly unsafe at ECC since the 6-2-6 preschool program student pick up and drop off occurs in darkness for much of the year.

The large "front yard" of the middle school contains a grassy area and paved basketball and multi-use courts for informal play. This area is located on the opposite side of the building from the gym and adjacent to the busy Federal Blvd. Consequently, there are no outdoor PE activities at this school. Chain link fencing [3.19.6] attempts to keep balls and children from running into the street but middle school children can easily subvert this marginal protection (see Photo # 29). No fencing separates the middle school from the Sheridan City Hall. A grove of mature pines is a hindrance to observation of people between the two buildings. The west parking lot shared by City and SMS staff is not separated from student access (see Photo #28) and provides an opportunity for students to slip away or outsiders to get close to students.

4.8. Elementary, middle, high, and PK-12 buildings that functionally meet the recommended educational programming ...

The State Assessment indicates the cost to correct educational deficiencies at Sheridan Middle School would be even greater than correction of the physical condition issues. The reviews by LKA and the Long Range Planning Committee are in agreement with the State's assessment that Sheridan Middle School does not and cannot effectively support 21st century skills and abilities as prescribed by CDE or as can be found at most modern middle schools in surrounding school districts. There are no music rooms [4.11.10 & 4.11.11], no stage or performing arts support spaces [4.11.14], or weight training area [4.11.18] at this building.

4.10.2. Preschool and kindergarten classrooms with dedicated bathrooms. Suggested kindergarten classroom sizes range from 1000-1200 square feet; Preschool Classrooms according to Colorado Dept. of Public Health would be of a similar size. ECC classrooms vary between 733 sf and 764 sf and they do not have dedicated bathrooms in the classrooms. CDH requires 12" and 15" tall waterclosets. Children must use remote toilet facilities designed for elementary school students (see Photo # 31).

4.11.4. Middle school classrooms should accommodate a maximum of up to 25 students and provide thirty two square feet/student with a minimum classroom size of 600 square feet. Classrooms sized according to this calculation would be 800 sf. SMS classrooms vary between 635 sf and 743 sf.

4.11.5. Library/multimedia center (LMC) should be the heart of the school providing a flexible space for students, staff, parents and the community to read, write, meet, study, and research topics. The space should be designed with high ceilings and exposed structure and materials. The space should have abundant natural light, as well as well-designed artificial task lighting. Window shades should be incorporated to accommodate the use of audio visual equipment requiring darker environments; The LMC at SMS is near the center of the school but has none of the other attributes of a modern media center. The size, shape of the room and the height to structure are its greatest detriments. The space occupies the equivalent of two classrooms on one side of a double loaded corridor. The resulting narrow room severely inhibits organization of the many study areas required by a modern middle school LMC. Daylighting comes from west facing windows that produce glare and heat gain which leads to closing the blinds. The result contributes to the dismal appearance of this critically important space. See Photos # 32 & 33.

5.1. Facilities that conserve energy through High Performance Design (HPD). Sheridan Middle School is not located in a high performing building and neither is the ECC.

Proposed Solution to Address the Deficiencies Listed Above:

MAJOR DEFICIENCY: 4107 S. Federal Blvd. is not an appropriate location for a school.

SOLUTION: Any solution to retain the present site would still have the roaring traffic of Federal Blvd racing by and be squeezed between the District Stadium and City Hall. This site is just not acceptable and to spend another penny trying to improve what's there would be a bad investment. The best scenario would be to relocate the middle school to another District owned site of adequate size that provides a more appropriate access scenario and functional adjacency capabilities. That location is the present ECC site at the west end of the large Sheridan HS property. Vehicular access is available on 3 sides; play areas can be located on the 4th. This option is greatly improved by including students from the grade 3/5 Ft. Logan Elementary. The school can be larger; of a size conducive to creating a solid professional community of teachers with the opportunity to support programs requiring a larger base of students. And it allows demolition of one District school (ECC) without the need to replace it.

Scenario 8 developed by LKA and the LRPC would replace the District's three oldest and least functional school buildings with two sustainable, supremely energy efficient, LEED Gold schools. One is the new 3/8 School that would be of a character and size that is sustainable as a 21st century educational facility. That facility is the subject of this BEST Grant Application. The second is a totally remodeled Ft. Logan Elementary to house the extremely successful and community essential ECC program. Funding for that project would be the subject of a BEST Grant request next year possibly supplemented by a bond issue. The present ECC building would be demolished after construction of the new 3/8 School. Its students would then move to the remodeled Ft. Logan "ECC".

The principals and LRPC agreed the ideal grade level configuration for the new school would be grades 3 thru 8. And the best site for the new school is in the location of the school that received the least improvement in the 2006 bond, ECC. Relocating the ECC program to Ft. Logan puts it in a pedestrian friendly central location in the community, in a much larger building that, in order to function effectively, would need to be expanded and remodeled to such an extent that LEED Gold certification would be a requirement of at BEST Grant.

Site Concept: The two story building is designed to interface with an existing tennis facility and parking lot to the east side, and accommodate 18 ft. of natural slope from southwest to northeast, while allowing the ECC building to remain during construction. The design orients the axis of the classroom wings primarily east/west to allow for optimum daylighting and minimize difficult low sun angles. The building footprint is minimized by the two story design which will allow less site disturbance and removal of existing mature landscaping. The main entry, administration, commons, and second level library are oriented to take advantage of the mountain views across the open space west of Lowell Blvd. Vehicle access from three sides of the site provides optimum separation of auto drop off areas, bus drive, service drive, and parking areas. Location of the play areas near the drop off areas and main entry, allows students to use them before and after school. The new grass playfield is sized for football which will be used by the middle school. This field will be constructed as part of the project, but will be maintained under an agreement with the South Suburban Parks and Recreation District.

Building Concept, Size, and Capacity: After lengthy discussions with the Design Committee regarding the building organization, and the number and sizes of the required spaces, a structure with 81,800 sq. ft. of assignable space was determined to adequately provide the required space. Adding 30% for non assignable space for corridors, mechanical and electrical spaces, toilet rooms, wall space, etc., the total building area will be 116,800 sq. ft... The building will be a partial two story structure with Elementary and Middle School academic wings joined by a central core housing common shared spaces. After reviewing several concepts regarding organization of multi-grade buildings the Design Committee thought that a building that provided some separation of the elementary and middle school aged students would be best for the Sheridan community, providing an easier transition from their existing schools.

The building capacity will be 345 in grades 3-5 (61 students more than the current enrollment) and 375 in grades 6-8 (31 students more than the current enrollment), for a total capacity of 720 students. In keeping with CDE construction guidelines, these capacities are based on class sizes of 23 per classroom in grades 3-5 and 25 students per classroom in grades 6-8. Classroom sizes are also in accordance with CDE guidelines. The design needs to provide for future expansion for adding one additional classroom per grade which will accommodate the District goal of once again becoming a 2,000 student school district.

There was much discussion regarding the effect of the reduction in State funding on class sizes due to potential loss of teaching staff. If class sizes approach 30 students the small group rooms and the "adaptable learning environment" open spaces located outside the classrooms can be utilized to provide additional teaching spaces and alleviate the crowded classrooms. The attached concept floor plans show how these spaces can be used for various activities, including small group work, computers, collaborative learning, individual study, and large group presentations and meetings. The classrooms are shown as grade level groupings; however, the Design Committee wanted the classrooms to flow from one group to another for flexibility. The use of operable partitions between a pair of classrooms in each grade level grouping will also provide flexibility in accommodating varying class sizes.

All of the students and visitors will enter through a common entrance which is monitored by the location of the administration offices. From the lobby students can either travel to the elementary wing or the middle school wing. All of the activity areas that will be used after school hours are located near the front lobby which will allow the rest of the building to be secured. The commons/cafeteria is provided with an operable wall which provides separate areas for middle school and elementary students. One central kitchen is provided with separate serving lines. The operable partition can be opened which provides seating areas for performances and view to the stage which also will be used as a vocal music room. The instrumental music room is located such that it can be used a "green room" during performances. The music rooms will be shared by the elementary and middle school programs. The plan provides an area for a future music room addition. There are separate gyms provided however, it is anticipated that the middle school will use the smaller elementary gym for practice after school. Also, the gyms will be available for use by the nearby High School and Recreation Center.

The library, another shared space, is located at the second level at the heart of the academic area of the building. It will be designed to provide one class size grouping at each side of the space with shelving and a computer area located in the middle. The library will provide exceptional views to the Front Range. The 2D and 3D art rooms, located on the second level will also be shared by the elementary and middle school students.

The special education center will also be shared and is located near the center of the building at the second level near the elevator. This area will provide space for programs that are presently outsourced to other districts.

(See the attached Building Spaces Chart and Concept Floor Plans)

Building Systems: The building will be a steel frame structure with brick veneer and steel stud wall system, and steel joist roof structure. The foundation will utilize spread footings, concrete foundation walls and concrete slabs on grade. The tall gymnasium walls will be insulated precast concrete with a light sandblast finish. Interior construction will consist of drywall partitions and selective use of masonry for added durability. Envelope thermal resistance will meet or exceed CDE guidelines. Roof systems will be white EPDM or TPO to reduce air conditioning loads and the heat island effect. The roof structure will be exposed in the library, commons/cafeteria, gyms, art rooms, and portions of the music rooms to economically add volume. Music spaces, hallways, and teaching spaces, will be designed with wall assemblies and finishes, and mechanical design that will provide the required acoustical separation and noise reduction. Mechanical and electrical systems

will be designed to meet the high performance goals required for LEED Gold certification. Mechanical systems that will be considered and modeled include geo-exchange, indirect evaporative cooling, displacement ventilation, thermal ice storage, solar assisted domestic water heating, instantaneous water heating, and efficient condensing boilers.

High Performance Design: In accordance with Colorado Statute and the requirements of the BEST Grant program, the building will be designed to meet LEED gold certification standards as established in the USGBC LEED for Schools Reference Guide. Using the LEED Rating Project Checklist, the project will need to achieve a minimum of 60 points in the categories of Sustainable Sites, Water efficiency, Energy and Atmosphere, Materials and Resources, Indoor Environmental Quality, Innovation and Design Process, and Regional Priorities. The many benefits of high performance design are recognized by the school district, and are therefore a requirement irrespective of the requirements of the BEST Grant program. One key aspect of the site and floor plan design is the orientation and access to natural light, a very important component of sustainable design. Where windows are more limited the use of tubular skylights will be used to supplement the light levels. With the use of lighting controls that measure and adjust electrical lighting, energy use can be reduced substantially. Indirect lighting shall augment the daylighting character of the instructional spaces.

Health and Safety: CPTED strategies of natural surveillance, natural access control and natural territorial reinforcement are incorporated into proposed site solution. The placement of concrete planters and benches restrict access to the main entrance from vehicles. Pedestrian circulation is defined from vehicular circulation. Site lighting shall reinforce the straight forward routes from the parking area to the main school entrance. Playfields are located on the other side of the building, separating cars from play activities.

The access to the roof shall be from hatches accessible only from the inside of the building. Parapet heights and building fenestration on the new school shall eliminate the ongoing vandalism and safety issues due to multiple accessibility points to the roof at the present middle school. The utility enclosures shall be located in the service area of the building not next to the front door.

The concept floor plan design illustrates a straightforward solution that is easy to monitor, easy for the students to understand, creating a sense of orientation and safety, both features of a successful learning environment. Natural lighting thru view windows, clerestories and tubular sky lighting devices shall be incorporated into all instructional spaces. Placing the students in a new facility will resolve the security, air quality, health and safety issues affecting the present middle school facility. Unlike the present middle school the proposed solution will provide a code compliant, accessible, and safe facility.

Time Schedule: In accordance with the BEST Grant program, following notification of approval of the grant in August 2010, final architectural design can begin in March 2011, construction bids received in January 2011, with construction completion in June 2013, and occupancy in July 2013 for the beginning of the fall 2013 school year. See the attached detailed time schedule for the project.

As we enter the second decade of the 21st century the Sheridan School District is determined to provide the 21st century Skills and Abilities that our students will need to create 21st century Solutions to the many challenges of living and working in a complex world. From a walk through Sheridan Middle School and Ft. Logan Elementary School one can see that these environments simply won't do if we are to give our students a fighting chance to succeed. We simply have to do better, and quite frankly the school district doesn't have the financial means to provide these necessary environments for teaching and learning. That's why securing this BEST grant is so important for our kids. They deserve it!!

How Urgent is this Project:

DEFICIENCY: 4107 S. Federal Blvd. is not an appropriate location for a school.

URGENCY: Immediate. The crux of the problems with this site is life safety for an individual in conflict with the traffic on Federal Blvd. This has already happened to a current Sheridan student who is thankfully alive but disabled and receiving his education under the District's Special Ed program. At any moment, another child could dash out into traffic on a dare, or chase a loose ball bounding down the hill or an impatient parent could try to make a left hand turn into or out of the east parking lot. The community's concern about another accident has led the Sheridan Police Department to institute a public information campaign to highlight the dangers of jay-walking and ignoring pedestrian safety laws. A letter from the Chief of Police is attached.

What is the Cost Associated with this Project:

\$25,867,829

How Does this Project Conform with the Construction Guidelines:

The project conforms to the Public Schools Construction Guidelines by the following:

The items below are referenced with brackets [] to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303(1).

The project conforms to the PSFCG by the following:

- [3.1.] For a sound structural system.
- [3.2.] For a weather-tight roof that drains water positively off the roof and discharges the water off and away from the building.
- [3.3.] For proper egress throughout the building.
- [3.4.] For proper potable water quality and pressure.
- [3.5.] Complete code complying fire alarm system.
- [3.7.] For a closed circuit video system and keypad or keycard building access with controlled access provided with the "buzz-in" remote release device in the receptionist area.
- [3.8.] The new facility will have an event alerting and notification system.
- [3.9.] For a secured facility with all exterior doors not controlled by the keycard building access system will be provided with electronic door monitoring.
- [3.10.] Safe and secure electrical system.
- [3.11.] Safe and efficient mechanical system.

- [3.12.] Healthy indoor air quality.
- [3.13.] Sanitary school facilities.
- [3.14.] Food preparation, distribution and storage within the new facility.
- [3.15.] Safe laboratories with proper storage of chemicals in science classrooms and prep rooms.
- [3.16.] A separate health office for emergency care.
- [3.17.] An ADA compliant facility.
- [3.18.] A site that safely separates pedestrian and vehicular traffic:
- [3.18.1.] In the new concept plan, the physical routes for the busses, cars and pedestrians are separated. Traffic control signage shall be used to compliment the site circulation design.
- [3.18.2.] In the new concept plan the bus staging, unloading area is located away from the staff & visitor parking area. Site construction shall include raised curbs. Traffic control signage shall compliment the site circulation design.
- [3.18.3.] In the new concept plan the car drop off area has a reservoir for “car stacking”. The flow is counterclockwise, and pedestrian circulation routes do not cross vehicular traffic flow.
- [3.18.4.] The parking areas will be paved. The concept plan shows that parking areas are in view of the main entrance of the building, away from the student drop off area.
- [3.18.5.] For a designated safe path leading to the school entrance. The alleviation of icing over pedestrian sidewalks will improve safety. The sidewalks in the concept plan are located adjacent to vehicular circulation to define pedestrian routes.
- [3.18.6.] The concept plan shows the building service area is separated from the other on-site traffic and pedestrian entries.
- [3.18.7.] bicycle parking will be located adjacent to the main entrance in an observable location.
- [3.18.8.] Fire lanes will be marked and signed on the site.
- [3.18.9.] The new concept plan shows that the main entrance plaza is bordered by raised planters & benches separating the bus drive in front of the school from the main entrance.
- [3.19.] For a safe and secure site.
- [3.19.1.] The new 3/8 school is located on the present ECC site. The adjacent uses are community use Park and Rec District facilities.
- [3.19.2.] The concept plan configuration allows clear lines of site to playfields and parking areas.
- [3.19.3.] Electric service and gas meter will be fenced, located in the service area away from the pedestrian circulation paths.
- [3.19.4.] Access to building roof will be limited to roof hatches inside the building. The parapet heights will be designed to discourage climbing onto the roof.
- [3.19.5.] The new site circulation route will be lit to provide safe access to the building for evening events including parking lot lighting.
- [3.19.6.] The concept design utilizes existing open areas for new playfields. The entire site perimeter except along existing streets is fenced. The elementary play equipment will be relocated from Ft. Logan Elementary. A new resilient soft surface will be installed in the elementary play area which will be fenced.
- [4.1.] The 3/8 school will be constructed with high quality, durable, easily maintainable materials and finishes.
- [4.2.] For a facility that supports Cap4K, NCLB and the State Board’s model content standards.
- [4.3.] The new facility will have embedded technology for student learning in classrooms and will have a computer lab with distance learning capabilities.
- [4.4.] The administrative offices will be equipped with technological hardware and software to control web-based activities and access.
- [4.6.] The facility will have an emergency power backup generator.
- [4.7.] The conceptual site plan observes and/or improves upon existing topography, vehicle access, soil characteristics, utilities and aesthetics.
- [4.8.] The new 3/8 School will meet recommend educational programming in permanent buildings for middle school and elementary school students.
- [4.11.] The new school’s concept design provides day lighting into and views from all classrooms. Tubular day lighting devices will augment the day lighting to classrooms and other spaces where windows are not possible. Appropriate acoustical design will be used to control noise levels. The new facility will be a vibrant and cheerful environment supporting 21st century learning.
- [4.11.1.] The new playfields accommodate typical middle school and elementary school activities appropriately separated. New hard surface basketball courts will be located adjacent to the Gym.
- [4.11.2.] Special Education spaces are included in the new concept design. They are located on the upper level at the center of the school near the Administration/Counseling area. The concept site plan shows the opportunity for a separate loading/unloading area for special education students.
- [4.11.4.] Classrooms are designed with 32 s.f. per student, larger than the minimum required 600 s.f. and rectangular in shape. Several classrooms have operable walls to provide a variety of learning space. Small group rooms are also provided to extend the range of learning space size.
- [4.11.5.] In the new concept design, the Library is located at the “heart” of the school. A section of the library space is two stories in volume. The space shall have exterior windows with sun control devices.
- [4.11.6.] Computer Labs are located in the instructional wings of the building for middle and elementary students separately. Two computer stations are planned for all classrooms and science rooms.
- [4.11.7.] Distance Learning will also be accommodated in the Media Center. The space will have window shades to control lighting. The proportion of the room and finishes will be determined to enhance the acoustical properties of the space.
- [4.11.8.] Science Labs are located in the middle school wing. The labs will have demo tables, wet student stations, and emergency eye wash devices. The science rooms will have adjacent science prep rooms.
- [4.11.9.] There will be a Domestic Arts lab.
- [4.11.10.] The concept design shows Instrumental Music located in the activities area of the building near the Stage. The room will be acoustically and mechanically separated for the other spaces and will serve as a green room for stage performances. Instrument storage will be along the periphery of the room or in the music hallway.
- [4.11.1.] The Stage will serve as the elementary and vocal music classroom adjacent to the Band room. The room shall be acoustically and mechanically separated.
- [4.11.12.] In the concept design art rooms are located centrally on the upper level near the heart of the school. The spaces have exterior windows for extensive natural light.
- [4.11.13.] Career and Technical Education Lab is located in centrally in the building. The room willll be acoustically and mechanically separated from the other activity spaces.
- [4.11.14.] The concept design shows the performing arts support space is adjacent to the stage. The storage area is side stage. The Practice rooms in the music wing can be wet so the spaces can double as dressing rooms.

- [4.11.15.] The concept design shows a food preparation kitchen located adjacent to the service/ receiving area and next to the cafeteria.
- [4.11.16.] In the concept design the cafeteria space is shaped to act as the “House” to the raised stage. The space is able to be divided for lunch to separate elementary and middle school students. The volume in the cafeteria will be as required for a performance space. Light control shall be as required of a performance space. The stage shall have the curtains and lighting appropriate for middle school performances.
- [4.11.17.] The concept design locates the Gymnasium in the Activities side of the building. The size shall accommodate a regulation basketball court and shall be divisible into smaller teaching stations. The gym shall have the typical equipment including divider curtain, basketball goals and volleyball sleeves.
- [4.11.18.] The concept design locates Fitness and Weight Training room adjacent to the Gym.
- [4.11.19.] In the concept design the boys and girls locker rooms are adjacent to the Gym. The rooms have lockers and separate toilet rooms. Offices for instructors will be incorporated in the locker space.
- [4.11.20.] In the concept design the Administrative space is located at the main entrance to control visitors entering the facility. The Administration area will include reception, counseling areas, conference areas and faculty toilets. Student and public toilets are located throughout the building. Custodial spaces shall be located adjacent to the toilet areas. The receiving area is located off the service drive.
- [5.1.] For facilities that conserve energy through High Performance Design (HPD). The new facility will be a high performance building that is energy and water efficient, has low life cycle costs, is healthy for its occupants, and has a relatively low impact on the environment.
- [5.1.1.] An integrated team will be formed to pursue LEED Gold certification.
- [5.1.3.] The conceptual site design provides responsible storm water management and will be landscaped to reduce water consumption.
- [5.1.4.] The conceptual building plan minimizes the building footprint with two-story academic wings.
- [5.1.5.1.] Five percent of on-site parking spaces shall be reserved for low emission vehicles.
- [5.1.5.3.] Three parking spaces per classroom will be provided.
- [5.1.5.4.] Overflow parking may occur in the adjacent Rec Center parking area for large sporting events.
- [5.1.6.] The concept plan utilizes the existing ECC site and municipal infrastructure.
- [5.1.7.] The facility will continue the Sheridan tradition of accommodating joint-use community activities.
- [5.1.9.] Passive solar techniques will be utilized.
- [5.1.10.] For utilizing energy efficient and or renewable energy strategies. The new facility will target low energy cost as well as low energy consumption.
- [5.1.20.] Existing deciduous trees will be retained as much as possible in the site development. The conceptual landscape design utilizes filtration of storm water.
- [5.1.21.] To employ cool or green roofs to reduce heat island effects with the use of white granular surface membrane roofing such as Tremco.
- [5.1.23.] Providing a tight and well insulated building envelope with a minimum wall thermal value of R-19 and roof thermal value of R-30.
- [5.1.24.] Vestibules will be provided at main entrances to minimize loss of conditioned air.
- [5.1.25.] For use of sustainable building materials where possible.
- [5.1.26.] For educational display of high performance design site and building features.
- [5.5.] For training district staff on maintenance of a high performance facility for optimum performance and life span.

How does the Applicant plan to Maintain this Project if it is Awarded:

Because of the efficiency expected to be built into a new 3-8 school facility the resources required to maintain the new building are expected to be less than current allocations. With the current district resources it is highly unlikely that the district will be able to set aside adequate funds to completely replace the 3-8 school at the end of its useful life. With this in mind the district will annually budget resources required to meet the following capital renewal budget maintenance plan.

The district’s fiscal office in conjunction with the maintenance department is responsible for implementing and maintaining a comprehensive planned maintenance and capital renewal program. The program is to provide systematically for the maintenance of district-owned facilities, the renewal of infrastructure and facilities based upon subsystems’ predictable lifecycles, and the long-term elimination of deferred maintenance.

Within the Sheridan School District #2, maintenance work shall be defined as the work necessary to keep all district-owned facilities in good repair and operating condition. This work includes maintaining, operating, and repairing utility systems. It also includes maintaining and repairing basic components of district buildings, and grounds. We have highly qualified maintenance employees on staff. They perform and provide all maintenance and upkeep on our facilities. These employees would care for our new facility in the same manner that is currently done. The staff has many years of experience and we have programs in place that attend to preventative maintenance, tracking labor and material costs, and facility usage needs.

We will continue to perform the following guidelines as it relates to maintenance and upkeep of our facilities:

1. A bi-annual physical audit of each facility to identify maintenance/repair requirements in the planned/maintenance program;
2. A bi-annual facility condition report;
3. An annual five year projection of capital renewal costs of facilities and infrastructure based upon major subsystems’ lifecycles;
4. An annual deferred maintenance estimate, exclusive of the annual capital renewal projection cost;
5. A bi-annual audit and listing of maintained equipment, including:
 - a. Nomenclature (type, size, capacity, manufacturer, etc.)
 - b. Location
 - c. Condition
 - d. Maintenance tasks and frequencies
 - e. Maintenance schedule
 - f. Cost data
 - g. Lifecycle
 - h. Warranty coverage;
6. A bi-annual review of equipment identified for replacement;
7. A computerized work order system to carry out identified maintenance tasks and which will reasonably account for the total allocated resources;

8. A current comprehensive schedule for all maintenance and capital renewal work through a computerized work order system and preventative maintenance system;

9. Policies and procedures for effective materials management with resultant written records demonstrating internal controls over the purchase, storage and use of plant operations department materials.

Sheridan School District #2 has made a commitment to allocate \$50,000 annually to the capital renewal budget that will be established if the project is approved. This allocation has been approved by the board of education and is included in our proposed budget for the ensuing fiscal year beginning July 1, 2010. The district will provide for maintenance and upkeep proposed within this application per BEST regulations. Once the building systems are installed and operational, the building will be included in our existing maintenance guidelines to ensure proper operations and longevity of all systems.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$50,000

CDE Comments:

THE STUDENT ENROLLMENT NUMBERS FOR THE 3/8 ARE TO INCLUDE BRINGING BACK DISTRICT STUDENTS THAT HAVE LEFT THE DISTRICT.

Funded FTE Count:	1,442	Bonded Debt Approved:	\$12,865,000
Assessed Valuation:	\$152,418,590.00	Year Bonded Election Approved:	2006
PPAV:	\$105,736.10	Bonded Debt Failed:	
Bonded Debt:	\$21,040,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$30,483,718.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	69.02%	Median Household Income:**	\$16,045.00
Bond Capital Remaining:	\$9,443,718.00	Free or Reduced Lunch %:	81.90%
Existing Bond Mill Levy:	10.099	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$25,259,935.00	Affected Sq Ft:	116,857
Current Project Match:	\$1,901,285.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$27,161,220.00	CDE Minimum Match Percent:	24
Previous Grant Awards:	\$0.00	Actual Match Provided:	7
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	24.68%
Future Matches:	\$0.00	CFI:	56.70%
Total for all Phases:	\$25,867,829.00	Inflation:	2
Cost Per Sq Ft:	\$221.00		
Cost Per Pupil:	\$35,927.00	Davis- Bacon Wage Requirement:	\$892,352

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Monte Vista C-8 – Bill Metz Elementary School

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	34,462
Replacement Value:	\$6,399,137
Condition Budget:	\$2,977,933
Total FCI:	46.54%
Energy Budget:	\$0
Suitability Budget:	\$1,304,600
Total RSLI:	22%
Total CFI:	66.9%
Condition Score:	2.67
Energy Score: (20%)	3.45
Suitability Score: (40%)	4.12
School Score:	3.41



Monte Vista C-8 – Monte Vista High School

Number of Buildings:	8
All or Portion built by WPA:	Yes
Gross Area (SF):	122,218
Replacement Value:	\$27,691,277
Condition Budget:	\$5,728,655
Total FCI:	20.69%
Energy Budget:	\$0
Suitability Budget:	\$6,451,200
Total RSLI:	38%
Total CFI:	44.0%
Condition Score:	3.97
Energy Score: (20%)	4.10
Suitability Score: (40%)	4.06
School Score:	4.03



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: MONTE VISTA C-8

Project Rank: 0.21

County: RIO GRANDE

Applicant Priority #: 1

Project Title: ES Addition/Renovation & HS Replacement

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input checked="" type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: Addition and Renovation at Bill Metz Elementary | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The District, after 2 years of effort, has developed a Master Plan to address significant health & safety issues at Bill Metz ES and Monte Vista HS. Details are in the Master Plan; the primary reasons for the Monte Vista 2010-12 Facility Safety Improvement Plan are:

Bill Metz ES - Addition and Renovation:

Health and safety concerns at Bill Metz ES center around having multiple unconnected buildings on the campus. The Kearns Building has no internal corridors and 7 unsecured doors leading directly into classrooms. It has friable asbestos containing ceilings and a failing building envelope with single pane storefront windows. Classes are also held in a third building on campus, the Auditorium. Students walk outdoors multiple times each day (including during inclement weather). The site's location next to a major highway makes security and supervision absolutely necessary, but practically impossible to achieve in the current configuration. The only available space for indoor PE is the Auditorium stage - 4' above the seating area. A temporary fence acts as a safety barrier to keep the children from falling off the stage. There is no method of communicating from the office to the either of the outlying buildings during an emergency. A lack of on-site drop-off or parking areas creates pedestrian and vehicle conflicts. The solution is to demolish Kearns; add classrooms, multi-use PE space, admin spaces, a functional communication system, and on site student drop-off to Metz; and discontinue use of the Auditorium as instructional space.

Monte Vista HS - School Replacement:

At MVHS the health and safety concerns start with 6 separate buildings that each have a multitude of deficiencies. Among those are a leaking roof causing mold growth, inaccessible broken sewer line under the kitchen, lack of domestic hot water to areas because of a broken pipe under the slab, non-addressable decentralized fire alarm system, asbestos in floors/ceilings/piping, 18 unlocked doors with no access control system, no functional intercom system, no monitored main entry, inadequate lighting, laboratories lack safety equipment and storage, no clinic, code issues with lack of rated corridors and allowable area, and facilities are ADA non-compliant.

The buildings are bordered by parking, lack designated drop-off zones, and are bisected by an open irrigation ditch. Students leave the building and cross a 5' deep irrigation ditch to attend PE, shop classes, and to catch the bus. Students also leave the building for wood shop, science, and Junior College classes. It is impossible for staff to monitor students during passing periods or to control visitor access to the 18 unlocked doors. Students are dropped off in the street and cross traffic to enter the building or reach the buses. Cars back out into the traffic lane after dropping off their passengers.

The only efficient solution is a new HS facility, demolition of 9 unsuitable educational structures, and a minor remodel of the Delta Center – an alternative school located on the HS campus-to provide ADA access to the upper floor, ADA restrooms, and a new boiler.

In addition, the multiple buildings on both campuses are expensive to maintain and operate. They have inefficient building envelopes and mechanical systems that are well beyond their programmed life cycle.

The district is implementing a 5 Year Achievement Improvement Plan that includes strategies for increasing instructional effectiveness and professional collaboration. The multiple buildings on each campus impact the education program by making collaboration difficult. Valuable instructional time is lost as the students dress and undress to walk outside during inclement weather. The planned facilities will support staff collaboration and teaming, and eliminate waste of instructional time.

Issue: School Replacement

Deficiencies Associated with this Issue:

Monte Vista HS - School Replacement:

The Monte Vista 2010-12 Facility Safety Improvement Plan has two site locations – Bill Metz ES addition and renovations (proposed to be grades 1 – 5) and Monte Vista High School replacement school (Monte Vista HS and the alternative HS: DELTA Center).

High School Campus:

The major items are:

Priority #1: Security and student supervision with multiple buildings.

With six separate school buildings with entrances in every orientation (18 total unlocked and unsecured doors), and with landscaping that allows hiding places, there is no significant visual control of the site. The unsupervised outbuildings create difficult safety supervision of visitors and other non-students. Lack of ability to quickly and efficiently lock-down these facilities is an ongoing concern for staff, the

community, and the administration. Recently the school had a situation with a double homicide suspect in the high school, and was not able to communicate with staff for alert or lock down the buildings to isolate the situation. Also with the campus layout, supervision of students is difficult. Because students need to move between separate buildings for classes, students can easily slip away from campus and skip instruction.

Priority #2: Student safety due to irrigation ditch.

Students must cross a 5-foot-deep irrigation ditch to attend PE and shop classes. This ditch is bridged by aging structures and they become very hazardous during inclement weather. Students also to leave the main building when they attend classes in five different buildings scattered around the main classroom structure. They also cross the ditch to reach athletic fields, their cars and to access the bus drop-off areas.

Priority #3: Main entry identity and control.

Because of the conglomeration of the six buildings, the main entry is difficult to find and needs to be made more obvious. The administration area at the main entrance has limited view of the people entering the building. The location of administration does not prevent visitors from entering the school before checking in.

Priority #4: Kitchen is undersized and the floor is heaving.

A sewer line is broken under the kitchen and not accessible for replacement causing the kitchen floor to heave and crack; it is also likely contaminating the soils below the kitchen with sewage. The Kitchen equipment is original (1963) and inadequate. There is a gas smell with the gas pressure very low to inadequate. With the undersized kitchen space at Marsh Elementary, Metz Elementary, and the Middle School, the District needs to expand the High School kitchen to serve as a district-wide central kitchen. There is no economical space to do this with the current building.

Priority #5: Capacity of the gymnasiums.

The District has too little gym space to support their athletic programs and tournaments. District gymnasiums are at full capacity every day but Sunday. During the week, students are scheduled in the gymnasium from 5:30 am to 10:00 pm for both P.E. instruction and athletic practice. C team games are required to be scheduled on separate days from the Varsity and JV contests. This increases transportation costs. There are often conflicts that arise with the facility use including times when DELTA Center classes are scheduled at the same time as High School classes; when the football team conducts their strength and conditioning training sessions during the volleyball season; when the beginning of one sports season overlaps with the end of another; as well as when the Middle School requests usage for wrestling tournaments. There are numerous other events and requests for facility use that are declined due to the current demand on the facility, such as the marching band flag team, Monte Vista Parks & Rec programs, and night classes. Voters approved a bond in November 2008, including language for a new gymnasium. (See master plan attachment 2.8 Official Bond Language.)

Priority #6: DELTA Center.

The high school is currently physically connected to the alternative DELTA Center which limits autonomy of the programs, thereby decreasing the educational effectiveness, and it allows for the intermingling of high school students and adult students. The DELTA Center is a separate accredited alternative high school with its own graduation requirements and diploma. It serves students with various educational requirements and life situations that do not fit into the traditional high school model. This includes students that are at risk of dropping out of school (or have dropped out and come back), teen parents, and students behind on credits and unable to graduate with their class. Additionally, it serves adult students under Title II, the Adult and Family Literacy Act of 1998. Full time students are required to attend a certain number of hours per week as opposed to a traditional schedule. School hours are from 8:00 to 3:30 daily with two evenings, Tuesday and Thursday from 6:00 to 9:00 p.m., which provides more flexibility and access for students that have jobs or need additional hours. Each student has an individual academic plan and works on each course at his/her own pace. A number of academic studies have shown that alternative models such as the DELTA Center work best in their own separate building with a unique identity. In addition, we have had students at DELTA Center with a restraining order to a student in MVHS, a connected building, which reinforces the need for separate facilities.

The following are additional problems associated with the High School Campus that reinforce the need for work at this location. The items are organized in three parts: Major Items Identified in the State Facility Assessment, Major Items NOT Identified in the State Facility Assessment, and Educational Inadequacies.

Major Items Identified in the State Facility Assessment:

1 Site Safety:

- There is a school warning sign but no light. (13.20)
- The parent drop off is located on the street which causes some congestion problems and parents can drop-off students on either side of the two-way street. (17.10) (17.20) (17.40)
- The school does not have marked fire lanes. (23.00)
- The parking area is not well lit. The lights are beyond their Expected Life and needs lights installed in more than 50 percent of it. (28.00)
- The gas meter is not at a secure location and it is not fenced (45.20)
- Due to the buildings configuration it is difficult to supervise. The school does not use video monitoring (125.20)

2 Building Safety:

- The sprinkler system is operated by hand and portions of the system are Deficient. The system age is beyond expected life and showing signs of deterioration. (54.10)
- The entrance is near a drop-off and has only a few security features, such as bollards or barrier islands, to restrict vehicular access. (68.00)
- There are non rated windows in corridors, non rated alcoves where doors are located 25% are gypsum corridor wall in 1956, 1963, 1969 high school building (70.00)
- The fuel storage system was designed and installed prior to any modern consideration for safety or control. For example, there is no spill basin, fence or restriction area, locked or secured loading or unloading of the fuel. At time of visit it was not known if the tank was in use. (84.20)
- There are very few fire extinguishers (85.00)
- The school is not sprinkled. (86.00)
- Extension cords and multiple outlet receptacle outlets are occasionally used to make up for lack of wall/floor outlets. (117.10)

The school cannot restrict access, there are numerous entrances unlocked (18 total) all day long and unsupervised throughout the day to allow students to attend classes in the out-buildings. (125.10)

3 Accessibility:

Some sidewalk curb cuts are not compliant (40.00)

4 Building Health:

School does not have a nurse's station, or dedicated bathroom. Student medications are locked in the administration office. (135.00)

5 Building Systems:

The interior flooring contains VAT in various locations throughout campus (161.00)

Ceilings contain 2' x 2' tiles of suspect material in various locations throughout campus (162.00)

Major Items NOT Identified in the State Facility Assessment:

1 Site Safety:

Site circulation: The site is poorly designed with parents dropping off students in the middle of the city street. The drop off has no place designated for vehicle turn-around, so vehicles frequently make U-turns in the street as well.

Site security: With six separate school buildings with entrances in every orientation (18 total unlocked and unsecured doors), and with landscaping that allows hiding places, there is no significant visual control of the site.

Because of the conglomeration of the six buildings, the main entry is difficult to find and needs to be made more obvious and have better supervision.

Site safety: Students must cross a 5-foot-deep irrigation ditch to attend PE and shop classes. This ditch is bridged by aging structures and they become very hazardous during inclement weather. Students also to leave the main building when they attend classes in six different buildings scattered around the main classroom structure. They also cross the ditch to reach their cars and to access the bus drop-off / pick-up area.

Bus drop off access to and from the school requires crossing of the open student parking lot and traffic.

Students currently park around existing buildings and with no designated students or staff parking areas

Delivery trucks back off the main street across a primary pedestrian path and parking area for kitchen access.

2 Building Safety:

There is not access to a fire hydrant within 200 feet for 90% of the school buildings. There are two fire hydrants located across Prospect Ave.

Monte Vista High School – There are multiple asbestos containing materials within the six different buildings that comprise the HS campus with the most significant health and safety issues centered on the core 1956, 1963, and 1969 academic building. Within this building there exists 9"x9" vinyl asbestos floor tile that is in poor condition at the multiple doorway entry points and at cabinet unit heaters where there is evidence of rain and snow intrusion due to the lack of positive drainage from the building. The 12"x12" glue on ceiling tile is secured to a drywall substrate in portions of the buildings with asbestos containing mastic. There is evidence of roof leaks and damage to the ceiling tiles at the main entry to the building and at multiple other locations. The HSW&R piping and domestic water distribution is insulated with asbestos containing aircell straight run pipe insulation with asbestos mudded pipe fittings. The primary routing of the piping is in utility tunnels that have evidence of flooding in the past. The water damage of the insulation has contaminated the tunnels and they are considered asbestos contaminated confined space with limited access for service and repair. In addition to the environmental hazards presented by the asbestos containing materials, there is an above ground fuel storage tank adjacent the boiler room. The fuel storage tanks do not have secondary containment and there is assumed to be some contamination of the surrounding soil which will require remediation.

The main school building exceeds the allowable area per the code.

There are non-rated windows in non-rated corridors, non-rated alcoves where doors are located, 25% are gypsum corridor walls in 1956, 1963, 1969 high school building.

Doors are not recessed and swing into the corridor in over 50% of the classrooms in the existing high school addition buildings.

Fire alarm system is not monitored by a dispatching company and the central panel is in the non-occupied boiler room.

Wooden bleachers are a fire and safety hazard.

3 Accessibility:

There is no ADA parking signage on campus.

Accessible curb cuts are not compliant and not in front of the main door (40.00)

None of the High School buildings are in ADA compliance. There are only 2 interior doors in all the buildings that have lever actuated hardware, there is no dual level drinking fountain, handrails and guard rails at stairs are not compliant, no ADA interior signage. No restrooms on campus appear to have handicap accessible stalls. The second floor is not served by an elevator or lift.

4 Building Health:

Health of water system: There are no backflow preventers in the water supply system so that waste water could enter the water supply down the line.

5 Building Systems:

Roofs: A roof leak at the main entry has mold growing in the ceiling (asbestos adhered tile).

Water supply: Except for the showers in the Gymnasium locker area and for the 1963 and 1969 portions of the High School there is no hot water, due to an underground break in the water line and no access to fix it.

Home EC building slab is below grade.

Water does not drain positively from more than 50% of the campus buildings (Delta Center, Science building, Home EC, Gymnasium, Metal shop)

The District would like to expand the kitchen to serve as a District wide central kitchen to relieve strains on the undersized kitchens at Marsh and Metz Elementary Schools and at the Middle School but has no economical space to do this. In addition, a sewer line is broken under the kitchen and not accessible for replacement causing the kitchen floor to heave and crack; it is also likely contaminating the soils below the kitchen with sewage. The Kitchen equipment is original (1963) and inadequate. There is a gas smell with the gas pressure very low to inadequate. The Kitchen floor is heaving [3.14 & 4.12.14].

Science labs: The Science Labs have no emergency eye-wash or shower. There are no cabinets for flammable products, no vent hoods and no hot water. Some sinks need repair or replacement and storage is insufficient [4.12.7].

Systems technology: In the 80 years since these buildings were constructed, HVAC technology has changed; power requirements have changed significantly and technology infrastructure needs have come into existence and continue to evolve; the buildings need to be re-piped, have new electrical service and distribution systems installed.

The District has too little gym space to support their athletic programs and tournaments. District gymnasiums are at full capacity every day

but Sunday. The school is a school and the community center; recently a funeral was held at the school for a MVHS graduate, killed in Iraq, where the current gym did not hold all the mourners. Voters approved a bond in November 2008, in part because they wanted a new 1,500 seat gymnasium (See appendix for attachment 2.8 Official Bond Language).

Educational Inadequacies:

The main concerns at the current High School buildings are safety concerns due to the multiple buildings (18 individual entries unlocked throughout the day), the shared facility of the alternative school (Delta Center and the high school) and the open irrigation ditch. The campus layout also contributes to the largest educational inadequacies: difficulty of staff adjacency and collaboration; as well as student supervision. The current education program at Monte Vista High School is permanently limited by the decentralized campus:

1_ The decentralized campus does not afford teachers an opportunity to collaborate, to assist with instruction for classes, or share equipment. The high school building has one internal and two external science classrooms. With the decentralized campus, staff collaboration is difficult to achieve. Cross-curricular collaboration becomes nearly impossible when related classes are spread across up to three different buildings. Facilities should support staff collaboration, putting related curriculum areas in proximity and making sharing of both ideas and materials a real possibility. The current arrangement of the buildings makes that almost impossible. For example, the school buys the same power drills for both the wood shop and metal shop classes. While they could share tools, the two buildings are several hundred yards apart and across the ditch from each other, and require the redundancy due to the configuration. A similar situation occurs with the science classes. Sharing resources is impossible because the facilities make it impractical.

2_ Isolated staff: Teachers in outlying buildings are difficult to support in general and especially in emergency. It is estimated that 25% of the teachers will retire within the next three years. With new teachers, this will become a more critical issue to their success. The District has concerns of teacher's success by feeling isolated and unsupported.

3_ Outbuildings are difficult to supervise and present a huge liability concern for the District. Due to the campus layout, supervision of students is difficult. Direct observation by a staff member is the most effective method of maintaining proper behavior. The decentralized campus is a breeding ground for student alienation. Because teachers are not able to collaborate on teaching and supervision, students can easily slip away from campus and skip instruction. In addition to student supervision, the unsupervised outbuildings also create difficult safety supervision of visitors and other non-students. Lack of ability to lock down these facilities is an ongoing concern for staff, the community, and the administration. A learning climate wherein everyone feels safe is integral to achieving the school district's goals. Students learn best, and staff work best, in a climate that is safe and relaxed.

4_ Special Education and Extended Services utilizes existing classrooms and would perform better if they had a dedicated and designed space for their program.

5_ An additional science lab is required based on the current school curriculum.

6_ The science classrooms have no emergency showers, and the teacher has to decide on laboratory experiments partly based on which chemicals might be too dangerous to use without immediate access to a shower.

7_ Technology: In the 1963 and 1969 portions of the building it has been a challenge to provide sufficient data drops, charging stations, printers, etc. because there are no crawl spaces or plenum. A new facility should allow the District to provide a full technology curriculum to their students.

8_ Older buildings with load bearing hall walls, masonry walls between classrooms and ceilings attached to the structure lack the flexibility to allow technology and teaching styles to evolve over time:

_ The ability to modify and create appropriately sized classrooms through moveable partitions would expand teaching opportunities for teachers and students.

_ The ability to provide smaller classrooms to offer distance learning or smaller group instruction would expand teaching opportunities for teachers and students.

_ The high school is physically connected to the alternative DELTA Center which reduces the needed autonomy of the programs, thereby decreasing their educational effectiveness and safety; and it allows for the intermingling of high school students and adult students; in the past we have had a student at DELTA Center with a restraining order to a student in MVHS in the same building.

Proposed Solution to Address the Deficiencies Listed Above:

Monte Vista HS - School Replacement:

The school district plans to build a new replacement high school for MVHS, including new gymnasiums, and Master Planned with the flexibility to add a Middle School addition in the future for grades 6 - 8; keep the 1926 historically significant building, relocating the district administration out of it and into the basement of the Auditorium (vacated by the addition to Bill Metz) and house Delta Center, adding handicap access to the second floor and ADA restroom upgrades; demolish the 1956 addition, 1963 addition, 1969 addition, vocational agriculture shop, science building, Home EC building the gym and bus storage facility. This option provides contiguous classroom space for all teaching spaces including the gymnasiums and houses a central school district kitchen. It utilizes a visually distinctive building for the DELTA Center, an alternative high school, helping to establish an identity and sense of community for the school.

No amount of renovation would solve the safety and security problems that exist on this campus, especially the concern of the large open irrigation ditch bisecting the campus and the student travel between multiple buildings. The only buildings that are connected, the High School and the DELTA center, are the two that should not be connected. The high school additions, science building, home economics building, and Vo/Ag building are functioning, but have issues identified in the state assessment as well as educational adequacy shortcomings. Though these buildings could be renovated to address the immediate safety requirements of the buildings, the buildings would require a major renovation and addition to address the overall site safety concerns of having multiple separate education buildings. The State Facilities Assessment shows a low score for replacement of the High School facilities (the cost of renovation shows lower than the cost of new), though through discussions with CDE the state assessment FCI is not completely accurate. Renovation work to meet the educational needs would actually cost the district approximately 82% of the cost of a new facility and still not meet the safety goals of the CDE guidelines. Therefore it is valuable for the district to create a new replacement facility for MVHS.

The district also reviewed an option to combine the Middle School and High School campuses to reduce the overall square footage, transportation costs, maintenance costs, and staff requirements for the district. The school district likes this idea from a future budget view, but a new Middle School addition to the High School could cost approximately \$6,000,000. The current middle school, though it may not be ideal educationally, does not have as many safety and health issues as the two projects submitted. The school district will make sure the new

high school building has the flexibility of this addition in the future.

Details of High School solution:

The solution is to design and construct an 80,265 square foot high school facility west of the existing 1926 historic school building. The new building will be located on the existing baseball field, a piece of property currently leased from the city and to be acquired from the city in a "land swap." All education facilities and parking will be on the West side of the irrigation ditch, and all sports fields will be on the East side of the ditch. Site improvements for the school will include separate drop off for buses and parents, student and staff parking; landscaping; fencing and sidewalks. Site improvements for the sports fields will include a relocated baseball field; renovating and irrigating the existing football field and track; and associated bleachers and fencing.

The building will include classroom spaces, library, administration, shop, district wide kitchen, cafeteria, gymnasium (main and auxiliary), locker rooms, and associated physical education facilities. The classroom wing will be a two story and the remaining areas will be single story structures. The educational environment will provide appropriately sized classrooms around community collaborative areas. A variety of classroom sizes will be provided ranging from smaller 350 SF classrooms serving 12 student classes, to larger 960 SF classrooms serving 30 student classes. Administration will have a central location to supervise the school, while teaching staff will have a central location in the classroom wing to supervise these areas. The gymnasium will meet the needs of the community (supported by the bond vote) with 1200 seats in the main gym, and 250 seats in the Auxiliary gym.

The program with a description of the educational spaces required by the school district is included in the hard copy of the application.

The foundation system is a slab on grade and spread footing. The exterior wall system will be precast concrete or insulated concrete forms and metal stud framing with exterior veneers. The exterior wall material will complement the adjacent historic 1926 DELTA Center building. The roof will be membrane roofing materials. Interior walls will be steel studs and gypsum board, except in areas where high durability of CMU or similar material is required, such as corridors, shop, restrooms, gymnasium and locker rooms, and kitchen.

The building systems provide a new, energy efficient design. Details of the systems have yet to be finalized but include radiant in-floor heat with Energy Recovery Ventilators for fresh air and energy recovery. Electrical systems will be integrated with the light levels provided by natural day lighting. The mechanical, electrical, and plumbing systems combined with the overall building design will meet standards required by LEED in order to obtain a Gold rating. The systems will help the school district reduce operational and maintenance cost and also increase student productivity and learning. The new building will have a fire sprinkler system throughout and meet today's safety codes.

The DELTA Center renovation is part of this project and will increase the size of the DELTA Center by providing a science classroom, a teacher work area, an administration area at the main entry, and a multipurpose lunch, library, and study area. The DELTA Center will remain in the historic 1926 building and share the space with the On-Line Academy tech and administration offices. The district administration will move out of the building, into the lower level of the district auditorium on the Metz campus. Light remodel work will convert existing classrooms into administrative offices and a school board meeting room. Work on the 1926 building will include restroom renovation to bring all restrooms up to code required plumbing counts and ADA compliance, as well as a chair lift to the second floor to provide access.

The land swap with the city involves a legal process between the school district and the city of Monte Vista. This process would be completed during the summer of 2010. The district has been leasing this land from the city for a number of years and the city and school district have been discussing the exchange of this land for several years. The City would deed to the school district the baseball field west of the existing high school campus. The District would deed to the city a rectangular portion of the East end of the Bill Metz playground area north of the district auditorium to use as a city park. Here are the tasks that need to be completed before the exchange is final:

- The surveys and legal descriptions must be completed.
- The district will need to purchase title insurance.
- The Planning and Zoning Commission will need to be informed.
- The attorney for the City and School district will check into whether the City needs to hold a special election to approve the transfer.
- The City will have to pass an ordinance to transfer the land.
- The attorney will contact the State of Colorado's Attorney General's office to secure a release of the reversion clause. (The 1904 deed says the property will revert back to the State if the city no longer wishes to own the property.)
- The school district will need to pass a resolution stating that the Metz property is no longer needed.

This process is feasible and will be completed by September of 2010

The new high school project and DELTA Center project are each a portion of the overall Monte Vista 2010-12 Facility Improvement Plan application. The overall application shows a total cost per sq ft and cost per student of the entire project on multiple campuses. The following shows the costs of the individual projects:

The construction cost for the high school project is \$18,481,317

Construction cost per sq ft is \$230.00

The total cost including design, and owner costs is \$21,796,255

The total cost per student is \$81,329

The construction cost for the DELTA Center project is \$655,743

Construction cost per sq ft is \$48.10

The total cost including design, and owner costs is \$779,571

The total cost per student is \$11,298

The proposed solution for the high school campus will solve the educational issues of isolated teaching staff and poor layout for collaboration; the security issues of multiple unsupervised entries; and safety issues of students crossing the irrigation ditch by providing a contiguous building on the west side of the ditch with a central administration area and a recognizable main entry. The project will address the need to separate the DELTA Center to have its own distinctive identity.

How Urgent is this Project:

Urgency Monte Vista HS School Replacement:

In this proposal the District described in detail the existing situation that needs to be corrected at MV High School. The urgency section will not reiterate all the problems, but will instead describe, in prioritized order how families, students and teachers will be impacted if this project request is not funded.

Priority #1a: Security.

Student and staff security will continue to be an extreme risk at the High School and Delta Center if this project is not funded. With 18 unlocked exterior doors, and 6 separate buildings, the District will continue to be unable to provide a safe educational facility for children. The reader may be familiar with the situation that occurred in MV High School last fall: A double murder occurred in the community, and a MVHS student was the suspect in the homicide of his parents.

What many people do not know is that, after allegedly committing the crime the night before, the suspect student came to school at MVHS. At about 3:20 that afternoon, the Rio Grande Sheriff's office sent one Deputy to MV High School to apprehend that student. It was the end of the day and students were scattered in all the buildings.

The Superintendent and building Principal were told the suspect may be armed, and that the student was the only suspect in the case. After conferring with the Deputy, they determined that there was no effective way to lock-down the campus. The terrible choice faced by the administrators was either 1. Make an announcement that would not be heard by all buildings and potentially alerting the suspect and allowing him to move to an unlocked building that had not been alerted, or 2. Go room-to-room and building-to-building, and hope they could spot the suspect without alerting him to their intent and call back to the office to inform the Deputy of the suspect's location. (They chose option 2.)

Fortunately, the suspect had left campus a few minutes earlier, but this was not known at the time the Deputy arrived. Had the suspect student been on campus, arresting him without placing students and staff in extreme danger from a cornered and violent murder suspect would have been virtually impossible. Without a new building, it will continue to be impossible to lock down the campus in an emergency.

Priority #1b: Health

A large open irrigation ditch runs thru the middle of the campus, and is crossed by students of all ages multiple times each day. High School buildings will continue to not meet ADA requirements, life safety, mechanical, or plumbing codes. Students will continue to be at risk for exposure to asbestos.

Priority #1c: Safety

Because of isolation and separation of high school buildings, disciplinary situations could be unseen, students will continue to be unsupervised during passing periods, and teacher collaboration will be difficult. Buildings will continue to deteriorate and any repairs or updates will be minimal and limited to the small budget allocated in the bond initiative; it will only address the most critical issues.

Priority #2: Educational Program

Needed technology upgrades will be limited to a small budget and minimally addressed on an annual basis. Crisis needs will be served first. Students will be on an uneven basis with other districts that have those important opportunities.

Because of isolation and separation of the buildings, teacher collaboration will continue to be limited. Academic performance will suffer. Instructional time will continue to be lost.

Priority #3: District Finances

The ability to direct district funding to needed capital improvements will be compromised due to rapidly rising maintenance costs and mechanical equipment replacement needs for equipment currently exceeding its useful life expectancy.

The district may lose the \$750,000 DOLA grant as the agreement period ends without the funds being expended.

What is the Cost Associated with this Project:

\$22,770,525

Issue: Other

Deficiencies Associated with this Issue:

Addition and Renovation at Bill Metz Elementary

The Monte Vista 2010-12 Facility Safety Improvement Plan has two site locations – Bill Metz ES addition and renovations (proposed to be grades 1 – 5) and Monte Vista High School replacement school (Monte Vista HS and the alternative HS: DELTA Center).

Bill Metz Elementary Campus addition and renovations:

The major items are:

Priority #1: Security on Campus.

The multiple individual buildings on the campus create a student security concern. Visual monitoring from Metz is very difficult and assuring

safety and security is currently not possible. The students have egress from so many doors (10 unsecured and unsupervised doors total), it becomes impossible to monitor and control visitors. The Kearns building has no shared entry and no administrative oversight as each classroom has one direct entry/exit to the playground. The direct classroom exits create a security concern about unauthorized visitors as well as a safety concern for unsupervised students near the highway.

Priority #2: Site safety with students leaving buildings.

The second grade students leave the Kearns ES building for music, art, specials and PE that are located in a separate auditorium building and for lunch and specials located in the Bill Metz cafeteria. Third, fourth and fifth grade students leave the Metz building for music, art, specials, Gifted and Talented classes, and PE that are located in a separate auditorium building and for specials in the Kearns building. All of these transitions are a concern because they require the students to exit to another building with limited administrative oversight.

Priority #3: Building security with no distinct main entry and poor visual control.

The main entry at Metz Elementary is indistinguishable and many people enter other unsupervised doors to access the building. The administration space is well within the building and is difficult for visitors to find. The location provides no visual oversight of visitors entering the building and allows visitors to access the building without first checking into the admin area.

Priority #4: Overcrowding at Marsh.

The permanent Marsh building is overcrowded due to the added students in modulars. There are currently 232 preschool through 1st grade students utilizing 19,572 SF of building space (84 SF/student). This makes it difficult to supervise and keep noise levels down. There is not space available for small group instruction of individual testing. There is no special education classroom. Severe needs are outsourced to Del Norte School District. Music classes are held in the open library. Pre-school students are housed in the modular classrooms and use the main building for the library, counselor, nurse, PE classes, and a variety of other reasons. The amount of travel back and forth creates a difficult situation for supervising student behavior and monitoring security of the students. Based on Monte Vista's Education plan, the first grade curriculum is more aligned with the second through 5th grades than with preschool and kindergarten. First grade students would benefit by moving to the Metz campus. Moving first grade out of Marsh school would alleviate the overcrowding and allow the modulars to be removed.

Priority #5: Unsafe conditions at Auditorium.

Gifted students are being taught in the basement of the Auditorium under the stage. This is not a conducive learning environment and it is not a safe location due to lack of supervision as these students are not escorted by a teacher when crossing the campus for these classes. The music and art classes are also taught in classrooms under the stage which are not conducive learning environments. Plastic orange safety fence is used at the edge of the stage for PE to stop balls from falling into the orchestra pit, but very inadequate to prevent students from this risk.

Priority #6: Unsafe and energy inefficient Kerns building.

The Kearns heating system is very energy inefficient because of the type of construction, single pane glass windows and lack of adequate insulation. Approximately 50% of the building envelope / exterior walls at Kearns Primary are un-insulated single pane glass curtain wall. The slab on grade at Kearns Primary shows signs of cracking and heaving and site water drains back into the building at the doors and exterior curtain wall sections. Kearns also contains friable asbestos ceiling insulation with damage from roof leaks as well as other asbestos materials in the floors, windows, and piping. Renovation to this building would be costly and would not address the safety issues of the site.

The following are additional problems associated with the Metz Campus that reinforce the need for work at this location. The items are organized in three parts: Major Items Identified in the State Facility Assessment, Major Items NOT Identified in the State Facility Assessment, and Educational Inadequacies.

Major Items Identified in the State Facility Assessment:

At the Metz building:

1_ Site Safety:

The school is located on a street with four lanes or more, and with a daily traffic count exceeding 25,000. (13.00)

There is no dedicated turn lane into the school. (13.10)

The fire lane is not marked. (23.00)

The play equipment does not meet the guidelines. Most of the play equipment is original. (25.10)

The parking area is not well lit and needs lights installed in more than 50 percent of it. (28.00)

There are signs for the school, but they are hardly visible and there are no lights. (43.00)

The major electrical equipment is away from the students and staff, but it is not fenced (48.10)

2_ Site accessibility:

The ADA parking spaces are not located near the main building entrance due to distance OR having to cross through traffic at several locations to get to the building (38.00)

There is not an accessible route to the building. (39.00)

There are no curb cuts. (40.00)

ADA parking's not identified. (41.00)

3_ Building Safety:

The school is not sprinkled. (86.00)

Extension cords and multiple outlet receptacle outlets are occasionally used to make up for lack of wall/floor outlets. (117.10)

4_ Building Systems:

The school does not have a backup generator (84.00)

Roof is damaged and should be repaired. (110.40)

The current lighting levels do not meet electrical lighting codes. Class = 43fc, Office = 39fc, Library = 40fc, Corridors = 19fc (119.00), (119.10)

There is limited Kitchen storage for frozen and dry goods. Limited food prep area, especially since they also prepare food for Marsh Elementary (157.60)

At Kearns:

1_ Site Safety and Accessibility:

1_The same as Metz

2_Building Safety:

1_The school is not sprinkled. (86.00)

1_Extension cords and multiple outlet receptacle outlets are occasionally used to make up for lack of wall/floor outlets. (117.10)

3_Building Systems:

1_Heat Generating Systems: The system age is beyond expected life and showing signs of deterioration. It is recommended to be replaced due to increased repair budget and the potential failure of components. (112.10)

1_Building does not have enough outlets and is at capacity for electrical. (117.00)

1_Sanitary Waste: The system age is beyond expected life and showing signs of deterioration. It is recommended to be replaced due to increased repair budget and the potential failure of components. (120.00)

1_Sanitary system fixtures are beyond expected life, showing signs of deterioration, and are recommended they be replaced. (120.30)

1_The windows are not double pane; there are complaints about noise intrusion. Spandrels may be of suspect material. (165.00)

1_Carpets are beyond their expected life and 8" x 8" tiles are of suspect material. Replace floor finishes throughout building. (161.00)

1_Ceilings, Doors, Windows, and sealants are beyond service life and need repaired

District Auditorium on Metz campus:

1_The auditorium is an unusual use of shared space between the Metz campus and the rest of the district. Safety concerns relating to education at Metz are the primary concern in this building. The stage is raised 4 feet above the floor and used as the PE area. The elevated area is roped off with orange snow fence so that children do not fall off the edge. The stage floor is striped to make basketball courts. To date, no child has fallen off of the raised stage during PE; however this potential liability exists and this situation is substandard to other school designs.

Major Items NOT Identified in the State Facility Assessment:

1_Site Safety

1_The existing street side drop lane (which holds 2 cars) and curb island for separation is in poor condition with a bad line of sight for parents merging back to 2nd Street. Each morning cones are placed in the city street with supervision to attempt to mitigate the safety risks to students.

1_Pedestrians have to cross 2nd Avenue and in some cases Highway 160 to access the site. There are designated cross walks at the NE, NW, and SE corners of the site but no pedestrian signals.

2_Building Safety:

1_Security is difficult to manage at all of the buildings on the campus. The students have egress from so many doors (10 unsecured and unsupervised doors total), it becomes impossible to monitor and control visitors.

1_The Kearns building has no shared entry and no administrative oversight as each classroom has one direct entry/exit to the playground.

1_The second grade students leave the Kearns ES building for music, art, specials and PE that are located in a separate auditorium building and for lunch and specials located in the Bill Metz cafeteria. Third, four and fifth grade students leave the Metz building for music, art, specials and PE that are located in a separate auditorium building and for specials in the Kearns building.

1_The administration space at Metz is a security concern. It is well within the building with no visual oversight of visitors entering the building.

1_There is no Fire Department Connection (FDC) at either Bill Metz ES, Kearns Primary or the Gymnasium/Auditorium.

1_Emergency lighting at the Kearns Primary building is in poor condition.

1_Fire extinguishers are not readily accessible in the Kearns Primary building due to building layout & design.

1_The fire alarm system is not addressable. Reporting of alarms in the three separate buildings are not monitored by the other facilities. An alarm in the Auditorium will not report back to the Bill Metz ES and Kearns Primary buildings and vice versa.

1_Kearns Building – The ceiling structure throughout the Kearns building has been tested to be 15% chrysotile asbestos acoustical ceiling spray on a plaster and lath substrate. The acoustical spray is in friable condition and has been identified in the AHERA Management plan as being in significantly damaged condition with a high potential for disturbance. There is visible evidence of roof leaks and damage to the acoustical ceiling spray. In addition, the floor finish throughout the building is 9"x9" vinyl asbestos tile with evidence of significant damage at each of the seven entry doors that access the classrooms in the pod from outside. Exterior walls are constructed from uninsulated single pane glass with asbestos containing caulking and nonfriable transite paneling utilized as transom panels above doors and at lower wall elevations. The interior demising walls between classrooms have asbestos containing drywall joint compound and are assumed to be contaminated from acoustical ceiling overspray. Acoustical ceiling overspray has been found interior to HVAC return air / exhaust duct work and electrical junction boxes throughout the building. The HWS&R piping as well as domestic water piping is insulated with straight run fiberglass insulation and asbestos containing mudded pipe fittings at all elbows and tees. The roofing assembly is constructed of tar impregnated built up roofing which is assumed to be asbestos containing.

3_Building Accessibility:

1_There are 6 parking spaces (in the public R.O.W.) designated for staff and visitor parking which is not adequate for the facility needs.

1_There are no ADA rest rooms in the building.

4_Building Systems:

1_The Kearns heating system is very energy inefficient because of the type of construction, single pane glass windows and lack of adequate insulation. Approximately 50% of the building envelope / exterior walls at Kearns Primary are un-insulated single pane glass curtain wall.

1_The Computer Classroom does not have adequate cooling (cooling is limited to operable windows)

1_The Kearns Primary Building has several doors and exterior curtain wall sections where site water drains back into the building.

1_The kitchen is not adequately sized, the serving lines are congested, and the seating area is small for the current 2nd thru 5th grades.

1_The slab on grade at Kearns Primary shows signs of cracking and heaving. Areas of particular concern are around the central restrooms and near entry doors.

1_Poor drainage at the Kearns Primary roof has no internal roof drains or parapets. The Kearns Primary roof sheet flows to the eaves.

Educational Inadequacies:

Three buildings currently support education on this campus, which currently houses grades 2-5. The Kearns building (the round structure) does not function well; the District Auditorium functions poorly and unsafely as the gym (it is on the stage), music and art; and the Metz building (the newest building) functions adequately for education. The current building campus is undersized to be able to meet the district goal of integrating 1st grade into the Metz curriculum (the 1st grade is currently offsite). Classroom space needs to be added to accommodate the added 1st grade students, to replace the current unsafe and inefficient classroom situations at Kearns and the unsafe gym, music and art at

the district Auditorium. The major issues of educational inadequacy are curriculum alignment (grades 1 – 5 in the same school), space, technology, and learning environment.

1_Collaboration: The separation of 2nd grade students in the Kearns building and the 1st grade offsite does not allow the staff and students to share resources in an effective way. Also, with the focus of the State Standards toward more academics for 1st grade students over behavioral focus, it will improve collaboration to have Metz become a 1st to 5th grade facility.

2_Technology: The District would like to expand the technology offerings to primary grade students, whom are currently restricted to a single computer classroom. I.e. there is not enough schedule space in this computer class to do math on computers (graphs and data). There are areas in the Metz building where Wi-Fi is not accessible. Also, the school would like to provide laptops for fourth and fifth grade students.

3_Learning Environment: Gifted students are being taught in the basement of the Auditorium under the stage. This is not a conducive learning environment and it is not a safe location due to lack of supervision as these students are not escorted by a teacher when crossing the campus for these classes. The music and art classes are also taught in classrooms under the stage which are not conducive learning environments. Plastic orange safety fence is used at the edge of the stage for PE to stop balls from falling into the orchestra pit, but very inadequate to prevent students from this risk.

Proposed Solution to Address the Deficiencies Listed Above:

Addition and Renovation at Bill Metz Elementary

For Bill Metz Elementary School addition and renovation:

The school district plans to move first grade students from Marsh Elementary to Bill Metz Elementary School, demolish the Kearns Elementary building, get the students out of the District Auditorium and build an addition for the added students and specials. This plan solves the educational and safety concerns with the lowest cost and least square footage to the school district and CDE. The State Facility Assessment shows a higher need for replacement of the school, and further study of the building proved a high need to replace the Kearns building. The Metz Elementary building is in good shape while the Kearns building has major health and security, energy efficiency, and educational suitability issues. No matter the amount of renovation to Kearns, the campus would still have significant safety and security issues with no central administration. For the Metz Elementary building, even though a new building would be an ideal way to create a 21st century school facility, the existing building is able to be renovated for much less than the cost of building new and updated to meet most of the CDE guidelines. The addition to the Metz building solves the issue of separated school buildings; safety issues at both Kearns; and the District Auditorium and the need for a central administration.

Details of Metz Solution:

The solution is to demolish the Kearns building and design and construct a 22,576 square foot addition built on the North side of the Metz building. Site improvements for the school will include a new on-site parent drop off and visitor parking separate from the existing drop off for buses; new sidewalk and landscaping; and a playground including a grass playfield.

The building will include classroom spaces, relocated administration, gymnasium/multipurpose, art and music rooms. The addition will be one story. Administration will have a central location to supervise the school. The gymnasium/multipurpose is adjacent to the existing cafeteria to allow multiuse of a portion of the space as cafeteria for the increased students on the campus (addition of 1st grade) and will meet the needs of the district and community with a full size practice court and seating for 250.

The foundation system is a slab on grade and spread footing. The exterior wall system will be structural masonry and metal stud framing with masonry veneer. The exterior wall material will complement the existing Metz building and adjacent historic Auditorium. The roof will be a membrane roof. Interior walls will be steel studs and gypsum board, except in areas where high durability of CMU or equivalent is required, such as restrooms and gymnasium.

The building systems provide a new, energy efficient design. Details of the systems have yet to be finalized, but include high efficiency boilers and Energy Recovery Ventilators to recapture exhaust energy from the building. Electrical systems will be integrated with the light levels adjusting to natural day lighting levels. The mechanical, electrical, and plumbing systems combined with the overall building design will meet standards required by LEED in order to obtain a Gold rating. The systems will help the school district reduce operational and maintenance cost and increase student productivity/learning. The renovation and addition will have a fire sprinkler system throughout.

This project is a portion of the overall Monte Vista 2010-12 Facility Improvement Plan application. The overall application shows a total cost per sq ft and cost per student of the entire project on multiple campuses. The following shows the costs of this individual project:

The construction cost for this project is \$5,826,841

Construction cost per sq ft is \$118.40

The total cost including design, and owner costs is \$6,752,158

The cost per student is \$15,963

The solution will solve all of the educational issues of poor layout for collaboration; the security issues of multiple unsupervised entries; and safety issues of students having to walk outside for various classes; and other safety issues at Kearns and the District Auditorium by creating one Elementary school building with a central administration area, on-site drop off and visitor parking with a recognizable main entry.

How Urgent is this Project:

Urgency - Addition and Renovation at Bill Metz Elementary:

In this proposal the District has described in detail the existing situation that needs to be corrected at Monte Vista School District. The urgency section will not reiterate all the problems, but will instead describe, in prioritized order how families, students and teachers will be impacted if this project request is not funded.

Priority #1a: Security.

Student security will continue to be a high risk in the Kearns building. We will continue to not provide a safe educational facility for children. (See example from the other section.) Without the communication system upgrades, students the Kearns buildings and the Auditorium will continue to be at risk in emergency situations.

Priority #1b: Safety

Students will continue to have PE on the Auditorium stage – an area that is not designed for, and ill suited to this purpose. 1st grade students will remain in an overcrowded Marsh Elementary School where temporary buildings are necessary to accommodate the PK-1 grade levels. (If Bill Metz ES is funded, the modulars would be removed from the Marsh Primary School Campus.) Students will continue to be at risk for exposure to asbestos. Buildings will continue to deteriorate and any repairs or updates will be minimal and limited to the small budget allocated in the bond initiative; it will only address the most critical issues.

Priority #2: Educational Program

Needed technology upgrades will be limited to a small budget and minimally addressed on an annual basis. Crisis needs will be served first. Students will be on an uneven basis with other districts that have those important opportunities.

Because of isolation and separation of the buildings, teacher collaboration will continue to be limited. Academic performance will suffer. Instructional time will continue to be lost because of the isolation and separation of Kearns and the Auditorium.

Priority #3: District Finances

The ability to direct district funding to needed capital improvements will be compromised due to rapidly rising maintenance costs and mechanical equipment replacement needs for equipment currently exceeding its useful life expectancy.

The district will continue to pay unnecessarily high utility bills for the Kearns building – diverting funds from instruction.

Needed technology upgrades will be limited to a small budget and minimally addressed on an annual basis. Crisis needs will be served first. Students will be on an uneven basis with other districts that have those important opportunities.

What is the Cost Associated with this Project:

\$6,752,158

How Does this Project Conform with the Construction Guidelines:

This project conforms to CDE guidelines with a few exceptions due to existing conditions and educational goals noted below:

1- The proposed buildings conform to section 1 of CDE guidelines for Health, Safety, and Accessibility except that the Metz campus is remaining in its current location adjacent to a 4 lane highway (3.19.1). The concern is being addressed by removing the Kearns building, which was closest to the highway with unsupervised doors for the students, and by eliminating the need for students to exit the buildings to go to various classes. The new building is contiguous and students do not have to cross the site for educational reasons.

2- The proposed buildings conform to section 2 of CDE guidelines for educational programming except two items:
_The Metz building has existing classroom sizes that are slightly larger than CDE recommended 35 SF/student (4.10.5), but not large enough to justify reducing a classroom size. This is about 540 SF larger than a new building size.
_The High school plan provides classrooms sized for up to 30 students and some for as few as 11 students at 350 SF, less than the recommended 600 SF minimum (4.12.2). Rather than increase the square footage for all classrooms to meet the minimum 600 SF, the school plans to provide rooms that are tailored to the classroom sizes needed. With a smaller overall student population, the varied curriculum required at the school creates the need for classrooms for 11 students (350 SF) up to 30 students (960 SF). The classes are also clustered around a project based learning area to provide flexibility to expand into larger areas as needed.

3- The proposed buildings conform to section 3 of CDE guidelines for compliance with the High Performance Certification Program. The new High School and Metz addition will be designed for LEED Gold. The existing DELTA Center renovations are limited to a new boiler and restroom/stair accessibility. The work is less than 25% of the value of the building and will not pursue LEED status. The existing Metz Elementary renovations are limited to a new sprinkler system, new boiler, ceiling and carpet, and minimal room reconfiguration. The work is less than 25% of the value of the building and will not pursue LEED status. Both Delta and Metz renovated areas and equipment will focus on using highly energy efficient mechanical equipment and water conserving restroom fixtures.

4- The proposed project conforms to section 4 of CDE guidelines for replacement value and historical significance. The DELTA center is in a 1926 historically significant building and will be retained and repaired. The 1929 historically significant “woodshop” will be retained and repaired with minimum renovation to be used as a Field house for the School District.

How does the Applicant plan to Maintain this Project if it is Awarded:

Monte Vista School District is committed to a quality facilities maintenance program. The board and staff recognize that facilities are an enormous capital investment, and have diligently maintained all buildings that the District currently owns. The quality of the maintenance work is evident at the high school campus. The HS campus has buildings that are 41-84 years old and still in functional condition.

Monte Vista School District will provide for maintenance and upkeep of all the projects proposed within this application as per BEST regulations. The Capital Reserve Fund currently allocates approximately \$75,000 annually for ongoing building maintenance. An additional \$25,000 will be added annually to a line item called Post Warranty Set-Aside Reserve in the Capital Reserve Budget to build a savings to \$300,000. This line item already contains \$75,000 that the district allocated based on last year’s BEST application. This reserve will insure that we have the resources to do maintenance and replacement of BEST-funded facilities and equipment. The \$25,000 has been approved by the Board and is included in our proposed budget for the ensuing fiscal year beginning July 1, 2010. Once the building systems are installed and operational, an appropriate scheduled maintenance plan will be developed and followed in order to ensure proper operation and increased

longevity of all systems.

Monte Vista School District is a leader in the State for energy conservation for a district its size. The district has already entered into performance contracts for capital improvements to reduce energy spending.

Monte Vista School District is also a leader in restoration of historic buildings. One District building is on the national registry of historic places. The Colorado State Historic Society recognized the District with the Stephen H. Hart award for preservation of historic sites.

The Operation and Maintenance Budget (janitorial supplies, natural gas and electric, general maintenance) will be increased by \$13,500 to assure adequate maintenance of the new facilities. Cosmetic blemishes and normal wear and tear will be repaired immediately.

Our district is committed to the community, students and BEST guidelines, and we pledge to maintain these capital construction projects with utmost integrity.

Staff:

Currently, Monte Vista has a three person maintenance crew and a custodial crew of eight and a half. Because the new plan adds so little area, the district plan is to absorb the duties into current positions.

The Facilities Director has been with the District for 1 year, but has 25+ years of construction and maintenance experience. He brings a wealth of practical knowledge as well as a commitment to ongoing training. His approach will be to insure training for all department staff to insure they perform necessary periodic preventative maintenance.

Facilities staff has the longevity and skills necessary to complete assigned tasks. The entire staff has a sense of pride in what they do and they have a record of going above and beyond their call of duty.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$100,000

CDE Comments:

THE DISTRICT IS HOLDING \$350,000 OF THEIR MATCH TO BEGIN DESIGN WORK EARLY IF AWARDED A GRANT. THIS PROJECT IS 4 PROJECTS; NEW HS, ADDITION, RENOVATION AND SPORTS FIELDS. PREVIOUSLY SUBMITTED APPLICATION FY09-10. ARE IN PROCESS WITH WORK ON MARSH ES FROM BOND FUNDS. PROJECT WAS DELETED FROM THIS GRANT REQUEST.

Funded FTE Count:	1,004	Bonded Debt Approved:	\$8,400,000
Assessed Valuation:	\$47,127,870.00	Year Bonded Election Approved:	2008
PPAV:	\$46,963.50	Bonded Debt Failed:	
Bonded Debt:	\$975,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$9,425,574.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	10.34%	Median Household Income:**	\$14,381.00
Bond Capital Remaining:	\$8,450,574.00	Free or Reduced Lunch %:	63.81%
Existing Bond Mill Levy:	14.1	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$28,266,323.00	Affected Sq Ft:	143,105
Current Project Match:	\$4,601,494.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$32,867,818.00	CDE Minimum Match Percent:	11
Previous Grant Awards:	\$0.00	Actual Match Provided:	14
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	33.62%
Future Matches:	\$0.00	CFI:	55.45%
Total for all Phases:	\$31,302,684.00	Inflation:	2
Cost Per Sq Ft:	\$218.00		
Cost Per Pupil:	\$41,118.00	Davis- Bacon Wage Requirement:	\$1,565,134

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Adams Arapahoe 28J - Aurora Hills Middle School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	130,969
Replacement Value:	\$35,273,124
Condition Budget:	\$20,930,805
Total FCI:	59.34%
Energy Budget:	\$45,839
Suitability Budget:	\$9,302,500
Total RSLI:	7%
Total CFI:	85.8%
Condition Score:	2.03
Energy Score: (20%)	2.25
Suitability Score: (40%)	3.79
School Score:	2.78



Adams Arapahoe 28J - Columbia Middle School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	114,838
Replacement Value:	\$30,575,435
Condition Budget:	\$15,242,703
Total FCI:	49.85%
Energy Budget:	\$40,193
Suitability Budget:	\$5,804,400
Total RSLI:	21%
Total CFI:	69.0%
Condition Score:	2.51
Energy Score: (20%)	2.50
Suitability Score: (40%)	4.15
School Score:	3.16



Adams Arapahoe 28J - East Middle School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	112,919
Replacement Value:	\$30,217,811
Condition Budget:	\$10,932,239
Total FCI:	36.18%
Energy Budget:	\$39,522
Suitability Budget:	\$1,045,600
Total RSLI:	22%
Total CFI:	39.8%
Condition Score:	3.19
Energy Score: (20%)	2.80
Suitability Score: (40%)	4.66
School Score:	3.70



-Continued on the following page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Adams Arapahoe 28J - Mracheck Middle School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	134,526
Replacement Value:	\$36,043,647
Condition Budget:	\$18,613,606
Total FCI:	51.64%
Energy Budget:	\$0
Suitability Budget:	\$13,227,900
Total RSLI:	16%
Total CFI:	88.3%
Condition Score:	2.42
Energy Score: (20%)	2.75
Suitability Score: (40%)	3.51
School Score:	2.92



Adams Arapahoe 28J - North Middle School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	107,247
Replacement Value:	\$28,829,381
Condition Budget:	\$9,254,293
Total FCI:	32.10%
Energy Budget:	\$37,536
Suitability Budget:	\$803,300
Total RSLI:	29%
Total CFI:	35.0%
Condition Score:	3.40
Energy Score: (20%)	2.45
Suitability Score: (40%)	4.74
School Score:	3.74



Adams Arapahoe 28J - South Middle School – Card Access

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	105,592
Replacement Value:	\$29,050,769
Condition Budget:	\$7,211,122
Total FCI:	24.82%
Energy Budget:	\$36,957
Suitability Budget:	\$6,646,400
Total RSLI:	32%
Total CFI:	47.8%
Condition Score:	3.76
Energy Score: (20%)	1.75
Suitability Score: (40%)	3.92
School Score:	3.42



-Continued on the following page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Adams Arapahoe 28J - West Middle School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	122,508
Replacement Value:	\$34,760,496
Condition Budget:	\$4,555,383
Total FCI:	13.11%
Energy Budget:	\$42,878
Suitability Budget:	\$1,537,900
Total RSLI:	52%
Total CFI:	17.7%
Condition Score:	4.34
Energy Score: (20%)	2.25
Suitability Score: (40%)	4.75
School Score:	4.09



Adams Arapahoe 28J - Aurora Central High School – Card Access

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	283,775
Replacement Value:	\$82,235,577
Condition Budget:	\$48,178,932
Total FCI:	58.59%
Energy Budget:	\$99,321
Suitability Budget:	\$2,417,400
Total RSLI:	6%
Total CFI:	61.6%
Condition Score:	2.07
Energy Score: (20%)	1.70
Suitability Score: (40%)	4.83
School Score:	3.10



Adams Arapahoe 28J - Gateway High School – Card Access

Number of Buildings:	2
All or Portion built by WPA:	No
Gross Area (SF):	236,496
Replacement Value:	\$67,420,995
Condition Budget:	\$29,069,496
Total FCI:	43.12%
Energy Budget:	\$82,774
Suitability Budget:	\$3,119,200
Total RSLI:	21%
Total CFI:	47.9%
Condition Score:	2.84
Energy Score: (20%)	1.25
Suitability Score: (40%)	4.58
School Score:	3.22



-Continued on the following page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Adams Arapahoe 28J - Hinkley High School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	287,185
Replacement Value:	\$80,725,270
Condition Budget:	\$13,301,116
Total FCI:	16.48%
Energy Budget:	\$100,515
Suitability Budget:	\$3,459,900
Total RSLI:	46%
Total CFI:	20.9%
Condition Score:	4.18
Energy Score: (20%)	2.45
Suitability Score: (40%)	4.67
School Score:	4.03



Adams Arapahoe 28J - Rangeview High School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	230,224
Replacement Value:	\$66,319,678
Condition Budget:	\$24,120,519
Total FCI:	36.37%
Energy Budget:	\$80,578
Suitability Budget:	\$20,460,600
Total RSLI:	43%
Total CFI:	67.3%
Condition Score:	3.18
Energy Score: (20%)	3.05
Suitability Score: (40%)	3.78
School Score:	3.39



Adams Arapahoe 28J - Pickens Technical College – Card Access -Not accessed in the Statewide Facility Assessment-

-Continued on the following page-

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Adams Arapahoe 28J - William Smith High School – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	41,593
Replacement Value:	\$11,801,673
Condition Budget:	\$67,748
Total FCI:	0.57%
Energy Budget:	\$14,558
Suitability Budget:	\$3,949,500
Total RSLI:	53%
Total CFI:	34.2%
Condition Score:	4.97
Energy Score: (20%)	2.25
Suitability Score: (40%)	3.47
School Score:	3.83



Adams Arapahoe 28J - Crossroads Center – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	10,500
Replacement Value:	\$2,908,820
Condition Budget:	\$63,731
Total FCI:	2.19%
Energy Budget:	\$0
Suitability Budget:	\$3,200
Total RSLI:	71%
Total CFI:	2.3%
Condition Score:	4.89
Energy Score: (20%)	0.25
Suitability Score: (40%)	4.99
School Score:	4.00



Adams Arapahoe 28J - Montview Annex – Card Access

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	12,755
Replacement Value:	\$3,525,648
Condition Budget:	\$2,542,047
Total FCI:	72.10%
Energy Budget:	\$0
Suitability Budget:	\$932,000
Total RSLI:	2%
Total CFI:	98.5%
Condition Score:	1.39
Energy Score: (20%)	0.85
Suitability Score: (40%)	3.67
School Score:	2.20



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ADAMS-ARAPAHOE 28-J

Project Rank: 0.19

County: ARAPAHOE

Applicant Priority #: 2

Project Title: Multiple Facility Electronic Lock Replacement

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Low property values have long restricted Aurora Public Schools' capital programs. This discrepancy has a major influence on what we build, how we build, and on how carefully the district must manage its limited capital funds.

For the current bond program (the 2008 referendum), the district worked for two years to develop a list of projects. Over \$475,000,000 in needs were identified and prioritized so that a bond program could be generated for the \$215,000,000 the district had capacity to borrow. In some instances, such as the card access project described in this grant, the project was only partially funded.

The District installed a smart key system on most of its buildings during a past bond program. The electronic keys offer a level of security that cannot be obtained with a normal keying system. Keys can be removed the system when lost or stolen. Unfortunately, the company that developed this system no longer supports the computer program that accompanies the keys. We need to switch over to a new system before we begin to experience failures with the electronic components in the doors.

After a RFQ/RFP process, we selected a card access system to replace the electronic key system. Because of our limited bond funds and substantial facility needs, we decided to fund card readers only for the doors that had the electronic keys. A number of sites in our district did not receive the electronic key system and we will not be able to add the card access system to them. Additional funds would allow us to expand the bond funded program to include additional sites. The funds previously approved by the voters will be used for our match.

In the past 15 years, Aurora's voters have been very supportive of district bond referenda. Due to stalled development and declining property values, the district's remaining voter-approved borrowing authorization from the 2008 referendum actually exceeds the district's current statutory debt limit by about \$40 million. It is difficult to predict when property values will recover and growth will resume. We are pursuing BEST funds to augment the projects that the bond funds have allowed us to start and for which additional funding may be difficult to obtain.

Issue: Security

Deficiencies Associated with this Issue:

Buildings district wide do not meet requirement 3.7 and 3.9 – Facilities shall have controlled access at exterior doors. The district's has an electronic key system at some sites but it is no longer supported by the manufacturer and each door can only be independently monitored.

Proposed Solution to Address the Deficiencies Listed Above:

The existing access card project is intended to replace electronic keys with card readers and tie those card readers into the district's security system. If the project is funded, the district would add the card access system to sites which do not currently have electronic keys and add additional access readers as needed to schools that are scheduled to receive the new system. As part of the upgrade we would also remove and replace alarmed panic bars at high schools and tie new panic bars into the alarm system. Finally, we would add card readers at support sites.

How Urgent is this Project:

The district has begun replacing the electronic keys at elementary sites. To maintain the current project schedule, the school district would like to be notified in the third quarter of 2010 if additional funds are available for this project.

What is the Cost Associated with this Project:

890000

How Does this Project Conform with the Construction Guidelines:

- 3.7 – Keycard building access. Not all buildings in the district have electronic locking devices at main entries.
- 3.9 – Controlled access to exterior entrances. Existing smart key system is past its useful life and needs to be replaced. The district at a minimum needs to replace each key with a new card access system and could potentially expand beyond the existing system.

How does the Applicant plan to Maintain this 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, emergency and preventive maintenance and cyclical major repairs for all district facilities.

The Maintenance Department is comprised of 1) three interdisciplinary teams, 2) a preventive maintenance (PM) team, and 3) a resource and

planning team. 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 has approximately 11 members, and they are responsible for maintaining 1.2 to 1.4 million square feet. Each team is responsible for a variety of building maintenance services including heating, ventilation and air conditioning, electrical, plumbing, carpentry and painting.

The PM team has 12 members. PM duties include heating, ventilation and air conditioning, building maintenance, kitchen equipment, energy management, indoor air quality, fire inspections, general fire-safety issues, boiler inspections, backflow prevention and testing, fire-sprinkler systems, recycling, and elevator and auto-lift inspections.

The resource and planning team manages district wide maintenance needs. The team consists of 15 members and is responsible for a variety of district wide building maintenance services, including the district's four swimming pools. The branch also provides training and support for the entire maintenance and operations department, including estimates of projects and capital reserve requests. Their responsibilities are in the following key areas:

- Electronic and Controls: This team consists of 4 members. They are responsible for district wide support of fire-alarm systems, intrusion-alarm systems, clocks, scoreboards and intercom systems.
- Resource and Planning: This group has 11 team members who are responsible for district wide support to the interdisciplinary teams in the following areas: glazing, roofing, welding, doors and locks, signs, master plumber, master electrician and electrical installations.

The district's annual capital reserve program currently averages approximately \$7 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 was completed in 2008.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

5000

CDE Comments:

Funded FTE Count:	32,080	Bonded Debt Approved:	\$440,000,000
Assessed Valuation:	\$1,875,202,640.00	Year Bonded Election Approved:	2002, 2008
PPAV:	\$58,454.86	Bonded Debt Failed:	
Bonded Debt:	\$212,925,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$375,040,528.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	56.77%	Median Household Income:**	\$18,698.00
Bond Capital Remaining:	\$162,115,528.00	Free or Reduced Lunch %:	61.37%
Existing Bond Mill Levy:	15	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$744,040.00	Affected Sq Ft:	10,000
Current Project Match:	\$234,960.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$979,000.00	CDE Minimum Match Percent:	24
Previous Grant Awards:	\$0.00	Actual Match Provided:	24
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	35.46%
Future Matches:	\$0.00	CFI:	51.15%
Total for all Phases:	\$890,000.00	Inflation:	0
Cost Per Sq Ft:	\$0.00		
Cost Per Pupil:	\$0.00	Davis- Bacon Wage Requirement:	\$133,500

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Edison 54JT – Edison Jr/Sr High School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	21,558
Replacement Value:	\$5,837,946
Condition Budget:	\$1,575,796
Total FCI:	26.99%
Energy Budget:	\$7,545
Suitability Budget:	\$971,000
Total RSLI:	32%
Total CFI:	43.8%
Condition Score:	3.65
Energy Score: (20%)	1.30
Suitability Score: (40%)	3.56
School Score:	3.14



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: EDISON 54 JT

Project Rank: 0.15

County: EL PASO

Applicant Priority #: 1

Project Title: Jr/Sr HS Renovations

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Edison Jr/Sr High was built in 1922. The building is used primarily for education. It is used for most 6-12 classes, all music and drama classes. Three district offices are included in the building along with two administrator offices. Three classrooms have less than 400 square feet of space per room. If remodeled into two, 600 sq/ft classrooms, all 6-12 classes would be located in this one building. According to the recently completed masterplan, the overall building is "in good condition." The exterior and window frames are in poor condition. Repair would help continue the life of the facility for years to come. There is a addition built in 1963. This building contains the building's restrooms, the gym, locker rooms and storage/boiler rooms. All PE classes for grades pre-K to 12 and all varsity sports are conducted in this building. According to the recent strategic plan, the building appears to be in worse condition than it is. The exterior finishes, the twin-Ts and the need for crack sealing/painting will add years to the use of the building. The plan states that the locker room/storage area is in very poor condition and should be replaced. The addition would contain four larger locker rooms (two for PE and two for varsity sports) and a weight room. The shop area is dangerously crowded, providing less than 100 square feet for welding, grinding and wood work. The addition of a shop with two class rooms would allow safe vocational classes, additional classroom, and allow for bus parking/maintenance during inclement weather. BEST is the only solution for the district. Edison has lacked the funding to maintain the exteriors of these buildings. A BEST grant would add years to this historic building without straining limited district finances.

Issue: Addition

Deficiencies Associated with this Issue:

Leaking roof on locker room area. Windows held up with metal bar. Small locker rooms with inoperative showers. Dangerously small shop area in an area designed for bus maintenance. Small, cramped storage room turned into a weight room and weights in areas of the gym that become hazardous during athletic events.

Proposed Solution to Address the Deficiencies Listed Above:

Demolish the old locker area and storage rooms. Add four new locker rooms, a weight room, and two independent restrooms onto the gym. Add a vocational agricultural addition with two bays and two classrooms to serve as a voc/ag building and bus repair facility/parking area.

How Urgent is this Project:

Lack of adequate changing areas cause friction and bullying in the boys' locker room. Students change for varsity games in building classrooms vs. locker rooms. Showers are inoperative. Current shop is small and dangerous. Addition would allow a safe program and provide space in the old shop for bus maintenance.

What is the Cost Associated with this Project:

\$1,457,000.00

Issue: Renovation

Deficiencies Associated with this Issue:

3 substandard classrooms of 400 sq/ft classrooms resulting in use of modular classrooms. Movement to modular exposes students to Littleton type sniping/shootings. Window frames dry rotted around vinyl replacement windows. Gym floor warped and nail heads exposed. Exterior of both buildings cracked and peeling. Stucco in need of repair and covering. Edges of twin Ts deteriorating. 10 exterior doors weathered and in very poor condition (state survey).

Proposed Solution to Address the Deficiencies Listed Above:

Remodel 3 rooms into two classrooms of 600 sq/ft per room. Replace window frames and add new trim. Remodel modular to house offices from 2 small 1922 classrooms. Replace gym floor. Scrape and repair 1922 exterior, reseal, repair stucco, and repaint. Repair cracks in 1963 building, repair twin Ts, install insulation stucco, and paint stucco. Replace 10 doors.

How Urgent is this Project:

The classrooms must be remodeled to allow all secondary students in the main building and to meet Colorado Facility Standards. Students pass on an hourly basis to the two modular classrooms providing a predictable security risk. Remodel the modular to provide restrooms and office space moving from the 3 old classrooms. Dry rot will allow windows to potentially fall on passersby as a result of strong area winds. The twin T deterioration provides a safety risk and decreases the life of the roof. The gym floor risks major failure and student safety because of the exposed nails. Doors are not secure providing a safety and security hazard.

What is the Cost Associated with this Project:

\$ 205,100.00

Issue: Window Replacement

Deficiencies Associated with this Issue:

Gym windows covered with plywood to reduce light and to insulated against cold. Aluminum storm windows which are nonfunctional. As a result, the gym has little ambient light. Because of the aluminum storm windows and the design of the 1960's gym windows, the gym is very drafty. It is cold in the winter time and hot in the summer. And it's always dark unless the overhead lights are on.

Proposed Solution to Address the Deficiencies Listed Above:

Replace all windows with glass blocks. These blocks would brighten the natural light in the gym while preventing bright sunlight. The blocks would eliminate draughts and reduce heating and cooling costs. They would also provide a more sightly environment for classes and sporting events.

How Urgent is this Project:

The gym is cold in the winter and hot in the summer because of the inadequate windows. Natural light is limited because of the use of shades and plywood window covers. Environment is not conducive to education.

What is the Cost Associated with this Project:

\$ 19,500.00

How Does this Project Conform with the Construction Guidelines:

- 3.1: Sound building structural systems for floor, wall and roof systems. [Repair to twin Ts, the exterior walls, the doors, the gym floor.]
- 4.13.2: Classrooms have a minimum of 600 square feet. [The remodeling will replace inadequate space to meet this standard.]
- 4.13.11: Rural schools will provide adequate CTA space for shops and CTA classrooms. [The shop garage and classroom space meet this standard.]
- 4.13.16: Rural schools will provide space for a weight room with machines and free weights. [The added weight room meets this standard.]
- 4.13.17: Rural schools will provide for lockers with independent restrooms and showers. [The new locker rooms meet this standard.]
- 4.13.18: Rural schools will provide a visiting locker room. [The new locker rooms meet this standard.]
- 4.13.19: Rural schools will provide administrative offices to support the educational program. [The remodeling of the modular meets this standard.]
- 5.1.19: Replacement of single pane with double/triple pane glass. [The replacement of the gym windows with glass blocks meets this standard.]
- 5.1.23: Provide a tight, well-insulated building. [The insulation and recovering of the 1963 building meets this standard.]
- 6.2: Restore historic buildings to their original condition. [The repair/recovering of stucco of the 1922 building meets this standard.]

How does the Applicant plan to Maintain this Project if it is Awarded:

Edison District has provided a rigorous maintenance plan for more than 10 years. Each year \$50,000 to \$100,000 is maintained in capital reserves to allow for some repair activities. In addition smaller maintenance and repair lines are maintained in the budget. Successive small counts and a low tax base have caused some costly repairs (e.g. paint, restucco work, twin T repair, locker rooms) to be deferred in favor of higher priority repairs (e.g. a new roof - with BEST assistance - in 2009 for the 1922 building, a new roof - at district expense - on the gym in 2004, a geothermal system replacing the boiler, window replacement, auditorium refurbishment) have all been completed. We have also recarpeted, remodeled the restrooms, redone the kitchen, added fire alarms, provided electrical access door locks and security cameras. We have added metal roofs to all support buildings. Edison prepares a five year maintenance plan which addresses long-range maintenance for buildings and vehicles. Our budgets provide the fiscal support to make this plan successful.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$ 25,000.00

CDE Comments:

Funded FTE Count:	145	Bonded Debt Approved:	\$450,000
Assessed Valuation:	\$3,098,019.00	Year Bonded Election Approved:	2007
PPAV:	\$21,365.65	Bonded Debt Failed:	
Bonded Debt:	\$450,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$619,603.80	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	72.63%	Median Household Income:**	\$17,449.00
Bond Capital Remaining:	\$169,603.80	Free or Reduced Lunch %:	28.57%
Existing Bond Mill Levy:	11.7	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$2,629,582.00	Affected Sq Ft:	20,172
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Current Project Match: \$0.00
Current Total Project Cost: \$2,629,582.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$2,504,364.00
Cost Per Sq Ft: \$124.00
Cost Per Pupil: \$49,105.00

Master Plan Complete: Yes
CDE Minimum Match Percent: 34
Actual Match Provided: 0
Was a Waiver Letter Required: Yes
FCI: 26.99%
CFI: 43.80%
Inflation: 0
Davis- Bacon Wage Requirement: \$52,591

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Sheridan 2 - Alice Terry Elementary Addition

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	46,225
Replacement Value:	\$10,508,019
Condition Budget:	\$1,533,251
Total FCI:	14.59%
Energy Budget:	\$0
Suitability Budget:	\$2,582,500
Total RSLI:	57%
Total CFI:	39.2%
Condition Score:	4.27
Energy Score: (20%)	3.25
Suitability Score: (40%)	3.67
School Score:	3.83



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: SHERIDAN 2

Project Rank: 0.13

County: ARAPAHOE

Applicant Priority #: 2

Project Title: ES Security Renovations to Control Access

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

It is unlikely that anyone would dare argue that the safety of children and staff while at our public schools is of paramount importance. Each morning begins with barely controlled chaos at Alice Terry Elementary School. This Elementary School serves K-2 students. It is located on busy city street. A high percentage of the students are delivered to the school by private vehicles; others arrive by bus. The bus lane is some 450 feet from the school building. Teachers gather and accompany the children, marching them in single file from the bus lane all the way to the main entry of the School. Parents, children, siblings and various other adults clamor toward the main entrance all at the same time, creating congestion and confusion. As one can imagine, the end of the school day is no less chaotic, hectic or dangerous. It is amazing that no serious accidents (or even worse) have occurred at this school during morning drop off and evening pick up times. This situation needs to change.

Adding to the safety concerns are the structural barriers at the main entry of the school which prevent office personnel from observing approaching visitors. Any visitor approaching the main entrance of Alice Terry Elementary School is virtually unseen by staff inside due to the sheltering canopy, large piers supporting the canopy and small intermittent windows. Anyone can easily enter the building without being noticed and walk past the small reception window without checking in. This is a situation ripe for one with ulterior motives to slip past the main office staff and gain access further into the school. Office personnel must be able to clearly see all approaching visitors and be able to stop them once they are inside the school. A very small lobby, lack of a main office waiting room and a vestibule without lockdown capabilities creates congestion at the beginning and end of the school day as well as safety concerns throughout the day. A bond issue passed in 2006 raised \$16 million to eliminate mobiles and improve the image of the District's five schools. However, glaring security and safety issues were not addressed at that time. Unfortunately, analysis by LKA found the safety issues do not stop at the front door.

A visitor to Sheridan School District told Superintendent Michael Clough "Your schools exude poverty". Except for the high school constructed in 1972, all the schools date prior to 1960. The aging of the buildings are apparent at all of the Sheridan Schools. The student population has steadily decreased over the past 10 years leaving 84% of students on free and reduced lunch and 10% from homeless families. The citizens of Sheridan want their community to return to its once competitive position amongst its much larger neighboring cities. They've shown their commitment by supporting a school bond issue and a \$96 million tax increment financing bond to commercially develop the River Point Center. They have leveraged their future as much as they can and they are now asking for help from the BEST Program.

Issue: Addition

Deficiencies Associated with this Issue:

The deficiencies listed below focus on life safety deficiencies at Alice Terry K/2 School. The items are referenced to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303(1).

3.7. Facilities equipped with closed circuit video and keycard or keypad building access.
Alice Terry Elementary (ATE) is not equipped with electric door locking capability at its main entry (east) or at its faculty entrance on the west. In addition, almost every classroom has a door to the exterior. None of these doors are electronically controlled or monitored. Even though each classroom is equipped with a security camera as part of the CareHawk classroom security system, the cameras can only be turned on by a teacher in the room or by the principal if an intruder is suspected. An intruder passing after hours thru one of the exterior classroom doors propped open would not be detected in the building by the CareHawk or any other system in the building.

3.8 An Event Alerting Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school for efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations

The telephone system is a vital component in the school's emergency notification system. The system throughout the District is outdated and repair parts are becoming increasingly difficult to obtain. The system lacks capabilities inherent in more modern systems. Inconsistent operation or periods of inoperability waiting for parts put the school's occupants at risk of not receiving warnings of impending natural or other threats. The phone system is the only way to pass critical information from one school to another and/or to police, fire and other authorities in the event of duress or an emergency. It must be inherently reliable.

3.18. A site that safely separates pedestrian and vehicular traffic

Busses for ATE students are separated from other vehicular traffic [3.18.1] as well as from any proximity to the school. Busses load and unload at a dedicated bus staging and unloading area [3.18.2] located almost 500 ft. from the school on the main street providing access to the school. Teachers must allow time in their day to accompany students to and from the bus lane (see Photo #_). In the afternoon, children queue in a fenced area adjacent to the building. Once the busses arrive at the bus lane, teachers lead the students on a sidewalk beside the parent pick up drive, down the street to the waiting busses. The children have obviously been taught the rules of the procession, but children being children,

the procession is only marginally orderly as those marching jostle with those along the sidewalk waiting for parents.

3.18.9. Consider restricting vehicle access at school entrances with bollards or other means to restrict vehicles from driving through the entry into the school.

There are no bollards or other structural elements sufficient to prevent a vehicle from driving thru the main entry into either school.

Proposed Solution to Address the Deficiencies Listed Above:

Despite appearances, Alice Terry Elementary is not a safe school. The solution proposed by LKA and accepted by the LRPC and school staff is a very small, simple main entry addition, mostly beneath the existing canopy coupled with an on-site bus loop constructed adjacent to the building. The addition expands the main office so that the receptionist has an unobstructed view of those approaching and places the check-in window in a lockdown vestibule. By moving these functions toward the exterior, the interior lobby is greatly expanded allowing for a more orderly arrangement of furniture for those waiting to pick up their children that is clearly visible to the receptionist. The expansion also creates space within the main office for a waiting room to separate those with business from those picking up or delivering children.

The relatively small (less than \$1 million) investment at Alice Terry will allow the few other detriments to a first class educational facility to be accomplished. Because the main office is so tiny, extra administrative functions mandated for a school of young children have taken over educational space scattered thru the building. The main office addition will allow the intervention group to move from the stage and the faculty lounge to move out of a useful classroom space next to the library. Consolidation of these spaces in one location will make the school's operation much more efficient.

Construction of the bus loop adjacent to the building requires a readjustment of outdoor facilities including those in the adjacent public park. The Park District has been resistant to fencing any of its grass play areas. Safety concerns prevent the school from using these fields without fencing, depriving its students of this critical activity. A cooperative effort has led to improvements to the Park and creation of a fenced grass area for the school. A letter from the Director of South Suburban Park and Recreation District supporting this proposal is attached. A play area able to be supervised adjacent to the cafeteria allows that large interior space to act as a holding area for students riding the bus. They would no longer need to pass thru the main entry eliminating literally hundreds from that scenario.

How Urgent is this Project:

URGENCY: Immediate. The timing of an event such as the Deer Creek Middle School shootings earlier this year cannot be predicted. They are as likely to happen a day from now as a decade from now. Opportunity is the only variable that can seem to be controlled. Removing the opportunity for an unsafe situation is the goal of the safety and security upgrades at Alice Terry Elementary.

What is the Cost Associated with this Project:

\$973,422

How Does this Project Conform with the Construction Guidelines:

The project conforms to the Public Schools Construction Guidelines by the following:

The items below are referenced with brackets [] to a specific section of the Capital Construction Assistance Public Schools Facility Construction Guidelines – 1 CCR 303(1).

The project conforms to the PSFCG by the following:

3.7. Facilities equipped with closed circuit video and keycard or keypad building access.

Alice Terry Elementary has closed circuit video and a CareHawk intercom/security camera system. The proposed project would add keycard building access capability at two doors. One door, the main entry door would also have controlled access with the “buzz-in” remote release device in the receptionist area. The west entry door would have keycard building access capability only.

3.8 An Event Alerting Notification system (EAN) utilizing an intercom/phone system with communication devices located in all classrooms and throughout the school for efficient inter-school communications and communicate with local fire, police and medical agencies during emergency situations

The existing telephone system is a vital component in the school district's Event Alerting or emergency notification system. The outdated and failing telephone system will be replaced with a state-of-the-art system designed to assure uninterrupted, efficient inter and intra-school communications with connections to local fire, police and medical agencies during emergency or other significant events.

3.9. Secured facilities including a main entrance and signage directing visitors to the main entrance door. The main entrance walking traffic should flow past the main office area and be visibly monitored from the office either directly or via a video camera system. All other exterior entrances shall be locked and have controlled access.

The exterior doors not covered by the keycard building access system will be provided with electronic door monitoring. Indication of opening will occur at a control console in the Main Office. Main entrance walking traffic will enter a large lock down-type vestibule. Check in procedures will occur with the receptionist in this vestibule. The keycard and lock will be located on the interior door of the vestibule. Upon approval by the receptionist, visitors will be “buzzed in” and enter a large lobby and then into the large glass enclosed main office waiting area adjacent to the vestibule doors. The visitor may then communicate again with the receptionist if necessary before proceeding to meet with the principal, counselor or other person.

3.18 A site that safely separates pedestrian and vehicular traffic:

Per 3.18.1 in the new concept plan, the physical routes for the busses, cars and pedestrians continue to be separated. The existing access points from the adjacent roadways are relocated such that the vehicular entrance/exit forms a 4-way intersection with existing streets. Traffic control signage shall be used to compliment the site circulation design. A new loop will be constructed separate from parent pick up area [3.18.2] and closely adjacent to the school building. Site construction will include sidewalks and raised curbs around the bus loop. Traffic control signage shall compliment the site circulation design.

In the new concept plan the car drop off area [3.18.3] has an increased reservoir for “car stacking”. The flow is counterclockwise.

How does the Applicant plan to Maintain this Project if it is Awarded:

The district's fiscal office in conjunction with the maintenance department is responsible for implementing and maintaining a comprehensive planned maintenance and capital renewal program. The program is to provide systematically for the maintenance of district-owned facilities, the renewal of infrastructure and facilities based upon subsystems' predictable lifecycles, and the long-term elimination of deferred maintenance.

Within the Sheridan School District #2, maintenance work shall be defined as the work necessary to keep all district-owned facilities in good repair and operating condition. This work includes maintaining, operating, and repairing utility systems. It also includes maintaining and repairing basic components of district buildings, and grounds. We have highly qualified maintenance employees on staff. They perform and provide all maintenance and upkeep on our facilities. These employees would care for our renovated facility in the same manner that is currently done. The staff has many years of experience and we have programs in place that attend to preventative maintenance, tracking labor and material costs, and facility usage needs.

Sheridan School District #2 has made a commitment to allocate \$17,000 annually to the capital renewal budget that will be established if the project is approved. This allocation has been approved by the board of education and is included in our proposed budget for the ensuing fiscal year beginning July1, 2010. The district will provide for maintenance and upkeep proposed within this application per BEST regulations. Once the renovation is complete and the affected area is operational, it will be included in our existing maintenance guidelines.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$17,000

CDE Comments:

Funded FTE Count:	1,442	Bonded Debt Approved:	\$12,865,000
Assessed Valuation:	\$152,418,590.00	Year Bonded Election Approved:	2006
PPAV:	\$105,736.10	Bonded Debt Failed:	
Bonded Debt:	\$21,040,000.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$30,483,718.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	69.02%	Median Household Income:**	\$16,045.00
Bond Capital Remaining:	\$9,443,718.00	Free or Reduced Lunch %:	81.90%
Existing Bond Mill Levy:	10.099	State Financial Watch:	No
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$813,780.64	Affected Sq Ft:	3,400
Current Project Match:	\$256,983.36	Master Plan Complete:	Yes
Current Total Project Cost:	\$1,070,764.00	CDE Minimum Match Percent:	24
Previous Grant Awards:	\$0.00	Actual Match Provided:	24
Previous Matches:	\$0.00	Was a Waiver Letter Required:	N/A
Future Grant Requests:	\$0.00	FCI:	14.59%
Future Matches:	\$0.00	CFI:	39.20%
Total for all Phases:	\$973,422.00	Inflation:	1
Cost Per Sq Ft:	\$286.00		
Cost Per Pupil:	\$2,905.00	Davis- Bacon Wage Requirement:	\$46,352

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Center 26JT - Haskin Elementary School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	52,000
Replacement Value:	\$13,104,644
Condition Budget:	\$6,634,916
Total FCI:	50.63%
Energy Budget:	\$0
Suitability Budget:	\$959,800
Total RSLI:	10%
Total CFI:	58.0%
Condition Score: (60%)	2.47
Energy Score: (0%)	3.35
Suitability Score: (40%)	4.59
School Score:	TBD



Center 26JT - Skoglund Middle School/Center High School

Number of Buildings:	4
All or Portion built by WPA:	No
Gross Area (SF):	97,166
Replacement Value:	\$25,743,586
Condition Budget:	\$11,851,389
Total FCI:	46.04%
Energy Budget:	\$34,008
Suitability Budget:	\$537,800
Total RSLI:	29%
Total CFI:	48.3%
Condition Score:	2.70
Energy Score: (20%)	0.85
Suitability Score: (40%)	4.84
School Score:	3.19



Center 26JT - Academic Recovery Center

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	3,068
Replacement Value:	\$801,607
Condition Budget:	\$181,656
Total FCI:	22.66%
Energy Budget:	\$0
Suitability Budget:	\$17,000
Total RSLI:	47%
Total CFI:	24.8%
Condition Score:	3.87
Energy Score: (20%)	3.60
Suitability Score: (40%)	4.88
School Score:	4.22



CDE BEST FY10-11 Grant Application Summaries

Applicant Name: CENTER 26 JT

Project Rank: 0.13

County: SAGUACHE

Applicant Priority #: 1

Project Title: ES Replacement

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Addition | <input type="checkbox"/> Fire Alarm | <input type="checkbox"/> Renovation | <input type="checkbox"/> Facility Sitework |
| <input type="checkbox"/> Asbestos Abatement | <input type="checkbox"/> Lighting | <input type="checkbox"/> Roof | <input type="checkbox"/> Water Systems |
| <input type="checkbox"/> Boiler Replacement | <input type="checkbox"/> ADA | <input type="checkbox"/> School Replacement | <input type="checkbox"/> Window Replacement |
| <input type="checkbox"/> Electrical Upgrade | <input type="checkbox"/> HVAC | <input type="checkbox"/> Security | <input type="checkbox"/> New School |
| <input type="checkbox"/> Energy Savings | <input checked="" type="checkbox"/> Project Other Explain: New PK-12 and Renovations | | |

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

The 2009 CDE Facility Assessment for Center identified security, life safety, building systems and educational inadequacies which far exceed the \$4.7 million bond capacity of the District.

Center budgets \$200,000 per year to its Capital Reserve fund which is spent for lease purchases, vehicles and annual building improvements. Thus, the BEST Grant process is the only viable means for Center to achieve a facility that meets minimum health, life safety, and academic standards.

Center is THE poorest district in the state of based on 2009 median household income of \$30,859, as compared to the state average of \$56,875, and based on percentage of Free or Reduced Lunch qualifiers (90%). The demographic make-up of the district is 85% Hispanic, 8% Native American and 7% Anglo. The major economic activity is agriculture. Despite economic challenges to the rural community, enrollment trends remain stable over the last five years (605 students in 2009).

In pursuit of its mission "Focused on the future" Center has developed a 21st Century curriculum by integrating technology into daily instructional practices. Executing such a curriculum in facilities that were designed in 1918 has been a challenge.

The District's master plan for a new PK-12 school and renovation of three supporting structures is the culmination of many meetings with Administration, the School Board, faculty, staff, students, and community. Stake holders have voiced concerns, shared ideas and shaped the end product of the master plan. A cross-disciplined collaborative team has reached a thorough understanding of master plan goals and informed this application proposal.

This proposal addresses the two primary objectives of the Center Plan: first, to correct the facility deficiencies identified in the 2009 CDE Assessment and second, to reduce long term maintenance and operational costs.

Renovation was analyzed to cost 79% of new construction, except in the case of Haskin Elementary where renovation costs exceed replacement cost. These options are not recommended. We believe this proposal to be the most effective expenditure of construction funds to support the educational goals and responsible operation of the District.

The highest priority deficiencies to be corrected include security, maintenance costs, and the compromised structural integrity of Haskin.

The configuration of stand alone structures on campus creates blind alleys, hidden alcoves and meandering paths between buildings, making supervision difficult. Building entries are unattended or distant from Administration. Linking buildings by renovation results in a compromised solution that fails to remedy supervision and security risks. New PK-12 construction creates clear lines of sight permitting supervision without straining staff capacity.

The plan calls for the demolition of Haskin due to the building's compromised structural integrity. Costs to remedy this exceed replacement costs. Load bearing walls, original to 1918 construction, are unreinforced masonry and don't comply with the 2006 International Building Code, section 1613.5.2 Seismic Design Criteria, under seismic classification C for a school building. The original wood frame roof structure is non-compliant with snow load requirements of 21 psf. Haskin was constructed to support a snow load of 17 psf. Replacement of the roof structure would require meeting seismic design criteria. Renovation costs to remedy this exceed replacement costs of the building. A new PK-12 school is the most effective use of dollars to address structural integrity and correct all educational and facility deficiencies.

Center understands that eliminating Haskin could be controversial. Numerous community engagements considered possible solutions and agreed a new PK-12 facility would cost less to operate and better serve the community. The district anticipates saving \$200,000 per year in staff reductions and reduced operations and maintenance costs.

Issue: Other

Deficiencies Associated with this Issue:

Problem Statement - Facility Deficiencies

The existing facilities and site of the Center School District fail to meet minimum standards for security and life safety, adequate performance of building systems. These deficiencies are identified in the 2009 CDE School Assessment Report Draft for Center Schools and in The Facility Assessment Review Comments from The Neenan Company documents submitted in this application.

Deficiencies of Site and Infrastructure – Security and Life Safety

Security on the campus - is a primary life safety concern as the core facilities (Middle School/High School and Elementary School, Gymnasium, Pre-school, Wrestling room, Multi-purpose room and Vocational/Arts) are independent structures. Students are required to walk across the campus to access classes. Continuous Supervision of students is not possible as the line of sight is obstructed from point A to point B by building elements, narrow alleyways and blind corners

Safety at the playground and athletic fields - is compromised by lack of a perimeter fence and control gates on the school campus. It difficult to secure children from the street as well as protecting them from others. Students cross the irrigation ditch and public street to walk to the adjacent City Park fields and track, shared and maintained through a joint use agreement between the district and the city of Center.

High Voltage Transformers - (3 totals) are mounted 6 feet above ground towers with multiple poles, panel boards, wires and insulators that are accessible and a safety hazard.

Site utilities - including potable water, sanitary sewer, electrical distribution, natural gas and storm drainage need maintenance/ repair to continue to function in to the future. Water pressure in Haskin Elementary School is extremely low – toilets on the second floor will not flush.

Deficiencies at Haskin Elementary School

Life Safety Security and Structural System Inadequacies:

Inadequate structure integrity - exists at interior corridor walls which are unreinforced masonry supporting roof, 1st and 2nd floor. This type of unreinforced masonry is not structurally permitted per The 2006 International Building Code seismic design criteria for category C.

Inadequate structure integrity - exists at roof structure and the second floor above boiler room which do not meet code requirements for snow and floor loading respectively. The wood roof structure has been calculated by structural engineer to support 17 lbs/SF which is below the current code requirement of 30 lbs/SF, (structural calculations are included in this application). Replacement of the roof structure would require that the entire building meet current seismic design requirements. The cost to renovate Haskin to meet 2006 ICB seismic design requirements far exceeds the costs of replacing Haskin.

Entry security - is highly compromised as the Administrative offices (reception) are remote from the entries, with no clear line of site for supervision.

In addition, there are multiple (5) unsecured entries which are not monitored. Entry security equipment for remote monitoring or controlled access is entirely lacking. The lack of security within the building and on campus between buildings creates a significant negative impact on the school district and life safety and strains administration and staff utilization.

A Fire sprinkler system does not exist - at Haskin, despite its wood structure and finish material at all floors (2-story) and roof. The crawl space below the first floor (wood) requires fire sprinklers. Corridor doors are required to be fire rated and are not rated.

Fire alarm system - does not have a dialer and is therefore not monitored.

Non-performing HVAC system - is outdated and does not meet minimum code requirements for ventilation and CO2 levels without opening the windows. The winter climate is not feasible for natural ventilation (un-tempered cold air) in this region.

Failing plumbing system - is deteriorating and reaching the end of its useful life. Many plumbing fixtures are inoperable or are frequently signed "Out of Order"

Failing electrical components - are aging, energy inefficient, and require replacement.

ADA compliance – is not provided at restrooms, stair handrails, guardrail, emergency exists and Elementary School gym.

Energy Code requirements – are not provided in existing building envelope construction and insulation. Haskin costs \$15,000/month to heat in the winter.

Slkoglund Middle/ Center High School - Security, Life Safety and Building System Inadequacies

Security - at the School/Public Library is highly compromised. The public has unrestricted access to the Middle/High School and utilizes the student toilet rooms. The public Library was incorporated into the Center Public Schools as a means combine resources and enhance these services provided to both Center School District and the community of Center.

Entry security - is highly compromised as the Administrative offices (reception) are remote from the entries, with no clear line of site for supervision. In addition, there are multiple (4) unsecured entries which are not monitored. Entry security equipment for remote monitoring or controlled access is entirely lacking. The lack of security within the building and on campus between buildings creates a significant negative impact on the school district and life safety and strains administration and staff utilization

Fire sprinkler - system does not exist. Corridor doors are required to be fire rated and are not rated.

Fire alarm system - does not have a dialer and is therefore not monitored.

Failing HVAC system - is original and is not code compliant. Adequate fresh air for ventilation is not provided at classrooms. Air handling units fail to function in the winter. The kitchen exhaust system is not energy efficient.

Aging roof membrane – is approaching its estimated useful life.

ADA compliance – is not provided at restrooms.

Gym for High School

Entry security - is highly compromised as Gym is an independent building without dedicated supervision. Entry security equipment for remote monitoring or controlled access is entirely lacking.

Fire sprinkler - system does not exist.

Fire alarm system - does not have a dialer and is therefore not monitored.

Failing HVAC units - require replacement due to age.

Useful life – is near end for wall and ceiling finishes.

ADA compliance – is not provided at locker rooms, stage or exterior emergency exits.

Energy Code requirements – walls are inefficient in regards to the thermal insulation ability. Walls are solid concrete without insulation. Energy efficiency is poor.

Vocational Arts building

Entry security - is highly compromised as the Vo Arts is an independent building without dedicated supervision. Entry security equipment for remote monitoring or controlled access is entirely lacking.

Fire alarm system - does not have a dialer and is therefore not monitored.

Failing HVAC system - is functioning but not up to code requirements for CO2, heating and cooling. HVAC units require replacement due to age.

Problem Statement – Educational Deficiencies

The existing classrooms in the Center School District fail to meet minimum standards for a safe and secure environment, adequate ventilation, thermal comfort, lighting control and acoustic separation. These deficiencies are identified in the 2009 CDE School Assessment Report Draft for Center Schools and in The Facility Assessment Review Comments from The Neenan Company documents submitted in this application.

A detailed description of the deficiencies at Center Schools is listed below.

Security on the campus is a primary life safety concern as the core facilities (Middle School/High School and Elementary School, Gymnasium, Pre-school, Wrestling room, Multi-purpose room and Vocational/Arts) are independent structures. Students are required to walk across the campus to access classes. Continuous Supervision of students is not possible as the line of sight is obstructed from point A to point B by building elements, narrow alleyways, and blind corners.

Security at the school entries is highly compromised as the Administrative offices (reception) are remote from the entries, with no clear line of site for supervision, at all of the Center Schools.

In addition, there are multiple, unsecured entries which are not monitored. Entry security equipment for remote monitoring or controlled access is entirely lacking. The lack of security within the building and on campus between buildings creates a significant negative impact on the school district and life safety and strains administration and staff utilization.

Security at the School/Public Library is highly compromised. The public has unrestricted access to the Middle/High School and utilizes the student toilet rooms. The public Library was incorporated in to the Center Public Schools as a means combine resources and enhance these services provided to both Center School District and the community of Center.

Ventilation and Thermal Comfort in the educational spaces is a challenge to maintain with the current heating and cooling systems in all the buildings. It is costly to run (\$15,000/month in winter for Haskin) and lack of controls creates an uncomfortable environment making it difficult to learn. The circulation of fresh air through the heating and ventilation system is non-existent which contributes to loss of attendance by students and teachers. Clearly, minimum requirements of fresh air dictated by the 2006 International Mechanical Code are not met. Limited opening of operational windows for fresh air ventilation is inadequate and not feasible during winter months.

The deteriorating environment created by the ceiling, wall and floor finishes require repair. At Haskin Elementary School, lath and plaster fall in large pieces from the wood ceiling above the newer lay-in ceiling, crashing through the lay-in ceiling onto students, scattering debris and a fine particulate dust (refer to submitted photos).When the spaces are fresh and clean, the environment is positive and creates an environment conducive to learning.

Art and Science Rooms There is no art room for the Elementary School program and the science rooms at the high school do not meet current needs or safety regulations.

The size ratio of the classrooms at Haskin Elementary School fall below required standards. The desired aspect ratio is 2.0 to 1.0 and it is 1.3 to 1.0. Classrooms are long and narrow and cannot be economically reconfigured due to the 198 structural elements of the Haskin building.

Acoustic Separation between classrooms is inadequate as walls between classes do not extend to deck. At the high school, the band room is located immediately next to a general classrooms, in the center of the building, and the noise levels are often too loud. At Haskin Elementary School, the wooden floors often squeak, causing further distraction.

Day-lighting the rooms is challenging due to their east and west orientation. This exposure gives inconsistent light with high levels of glare; it also makes it difficult to control the thermal comfort of the space.

Proposed Solution to Address the Deficiencies Listed Above:

Solution Statement/Facilities

Security between buildings: Center School District's current facilities pose security and life safety risks which cannot be remedied by renovation. The configuration of the 11 existing stand alone structures on campus create areas impossible to supervise effectively with current staff. Multiple blind alleys, hidden alcoves and the meandering path between buildings traveled by student and staff make clear lines of site for supervision impossible. Each stand alone structure poses a security risk as entries are unattended or a significant distance from Administration. The option to link all buildings together in a large scale renovation project was rejected as the expenditure of capital construction dollars exceed 79% of new construction and the result remained a compromised condition that failed to effectively remedy the supervision and security risks. The construction of a new PK-12 school eliminates this security concern with a new facility with clear lines of sight permitting supervision without straining capacity of District staff.

Security at entries: The new PK-12 provides three clear entries (Elementary School, Middle/High School and Public Library) which can be easily monitored with an unobstructed line of site between Administration and the front door. Remote lock/unlock access control technology, which has become a standard security provision in current school design, will be specified. The Public Library, which will continue to serve both the school and the public library, limits the public to the Library space with a dedicated public entry; public toilet rooms, and controlled, supervised access between the Library and the school for students.

Structural integrity of Haskin Elementary School: The Center District Master Plan solution calls for the demolition of Haskin Elementary School due to the compromised integrity of the structural components of the building and because the cost of renovation, to remedy these non-compliant structural conditions, exceeds the replacement cost of this building. The interior and exterior bearing masonry structural walls, original to 1918 construction, are unreinforced masonry and are non-compliant with the 2006 International Building Code (ICB), section 1613.5.2 Seismic Design Criteria. This type of bearing wall construction is not permitted under seismic classification "C" for a school building.

In addition, the original wood frame roof structure is non-compliant with current snow load design requirements of 21 pounds per square feet (psf). Haskin has been evaluated to be constructed to support a snow load of 17 psf, structural engineering calculations attached. Replacement of the roof structure to meet required snow loads would necessitate the seismic design criteria also be met, under the 2006 ICB. The renovation costs to remedy the non-compliant seismic design condition exceeds the replacement cost of the building. A new PK-12 school is assessed in the Center Master Plan to be the most effective use of CDE capital construction dollars to address the compromised structural integrity of Haskin Elementary School and provide a solution which addresses all the educational and facility deficiencies in the CDE Facility Report and optimize savings in operations and maintenance costs.

Life Safety Deficiencies – Fire Sprinkler and Alarm systems: The new PK-12 Facility will be designed to meet all health, life safety, accessibility (ADA) and building code requirements.

Building Systems –HVAC, Electrical, Plumbing, high performance construction materials/assemblies:

- Energy saving features to achieve LEED gold, 20-36% energy savings over renovation.
- Building oriented with classrooms to receive maximum daylight from north and south exposure (strong, even light) with interior light shelves to deflect light deeper into the classroom.
- South facing sunshades to limit thermal gain into the building.
- High performance glazing
- Highly durable building materials lowers maintenance costs
- Highly insulated exterior wall and elimination of thermal breaks for higher energy performance, thermal comfort and lower operational costs

Solution Statement – Recommendations to correct Educational Deficiencies

If the District is funded to move forward with their plan to build a new PK-12 school, these negative learning conditions will be eliminated.

Security on the Campus: The proposed K-12 facility will eliminate students walking across campus, out of doors, to access classes and electives. Lines of site along paths of travel within the new PK-12 facility will allow supervision by a minimal number of school staff.

Security within the building will meet current practice standards with two primary entries – one of High School/Middle School and one for Elementary School. Each entry will have a clear line of site from the Administration receptionist with the ability to remotely lock/unlock the inner vestibule doors for controlled entry. All other entries will be locked during the day.

Security at the School/Public Library will be corrected with a dedicated public entry into the library, a library toilet core and controlled access from the library to the school. All areas within the library will be open to lines of site from the circulation desk.

Ventilation and Thermal Comfort will be delivered with a new, efficient system. The new system has yet to be designed but will meet standards required by LEED in order to obtain Gold certification. These systems have helped school districts reduce operational and maintenance cost and also increase production previously attributed to absenteeism due to illness.

The educational environment will be fresh and new. Finishes used will have little to no VOCs and will not be in need of immediate repair.

Art and Science rooms- The Elementary Students will have access to an art room as proposed in the building program; new science rooms will be provided at the Middle and High School.

Acoustic control will be provided by capping walls limiting sound transmission between sensitive spaces. The ceiling tile will be improved to a .70 Noise Reduction Co-efficient as dictated by LEED for schools. The new construction will control noise between floors, from the corridor and stairways.

Day-lighting classrooms will be optimized by orienting new classrooms with a north or south exposure, creating an even, constant natural light source.

The size ratio of all of the classrooms will meet the required ratio of 2.0 to 1.0.

All of the proposed changes will positively impact the learning of the students and the well being of staff and correct the educational and facility deficiencies identified in the CDE Assessment and by the design-build team.

How Urgent is this Project:

Urgency

The urgency of this application is based on the immediate need to correct security and life safety deficiencies identified in the 2009 Facility Report and by the design build team. The need to capture the opportunity of leveraging the BEST grant funding for a District that has no other means of securing capital construction funding is paramount for The Center School District. If we recognize that the BEST grant funding was implemented to support impoverished districts so that any district in Colorado could meet the minimum life safety and educational standards identified by CDE, we must recognize that the Center School District is the very applicant this program has promised to serve. Center is the poorest school district in the state of Colorado based on the 2009 median household income of \$30,859 compared to Colorado State average of \$56,875; students eligible for free or reduced price lunches total 90%.

The deficiencies identified in the problem statement pertaining to security on campus, security within the facilities as well as the compromised structural integrity of Haskin Elementary School, require immediate correction. The risk posed by these deficiencies threaten life safety.

The Haskin building, constructed in 1918 is no longer a viable structure for education. The costs to renovate this structure far exceed its replacement cost.

The lack of fresh air ventilation to all classrooms provides a measurable, significantly sub-standard environment for learning and working. This basic need is requires immediate correction to meet current required standards for any school facility.

It is also urgent to address current life safety code violations including complete lack of fire suppression, aging mechanical, electrical and plumbing systems (toilets in Haskin on 2nd floor will not flush due to low water pressure) and ADA non-compliance throughout the campus.

The 2009 CDE Facility Report for Center School District identify security, life safety and building systems and educational inadequacies which far exceed the bonding capacity of the District of \$4.7 million. The district budgets, on average, \$200,000 per year toward its Capital Reserve fund. This fund is typically completely spent out paying on lease purchases, purchasing fleet vehicles and handling various building improvement initiatives on a yearly basis.

The CDE BEST grant is the only viable means for Center Schools to continue to thrive in a facility that meets minimum health, life safety and academic standards determined by CDE. Funding of this grant proposal strategically addresses the two primary objectives of the Center Master Plan: correct the educational and facility deficiencies identified in the 2009 CDE Facility Assessment and reduce long term maintenance and operational costs of the District and the State.

What is the Cost Associated with this Project:

\$29,982,434

How Does this Project Conform with the Construction Guidelines:

Conformity to CDE Guidelines

This project conforms to CDE guidelines with one exception – joint use agreements that exist between Center School District and the City of Center which create two unique conditions.

1- Center City Park is used by the School District for athletic fields, track, and playgrounds. City Park is located adjacent and to the north 1 block to the Center District campus. A single practice field is located on the district campus. The benefit to Center school District and CDE is use of these required facilities at minimal cost.

2- The Center Public Library is co-located in the current Middle School/High School Library. The proposed new PK-12 described in this grant application contains a single library which would also be jointly used as a school library and a public library. There is a variance in recommended area for a PK-12 Library of +2,740 sf which is required to accommodate the Public Library program. The cost of staff to operate the Public Library after school hours will be continued to be funded by the city.

The cost of the additional library area is minimal compared to the cost of track and athletic fields (+ \$1million) provided for a typical PK-12 under CDE guidelines.

How does the Applicant plan to Maintain this Project if it is Awarded:

In completing this construction project, Center Schools anticipates a by-product to be the following future budgetary savings per year:

- \$25,000 reduction in Secretarial Staffing
- \$40,000 reduction in Counselor Staffing
- \$20,000 reduction in RTI Staffing
- \$25,000 reduction in Custodial Staffing
- \$25,000 in Library Staffing
- \$100,000 reduction in Utilities Costs

This savings will total approximately \$200,000 per year.

Center Schools currently places approximately \$200,000 per year into its Capital Reserve fund. These dollars have traditionally been spent on maintaining grounds and facilities, upgrading transportation equipment, and large scale general maintenance projects.

Currently about \$120,000 of the annual Capital Reserve fund is tied to annual lease purchase payments on facilities and vehicles. This leaves approximately \$80,000 per year available for annual upgrades and maintenance. This dollar amount should be more than sufficient to maintain newly upgraded facilities.

In addition to the above, Center Schools budgets approximately \$160,000 per year of its General Fund dollars toward building maintenance and upkeep. \$25,000 of this will be reduced because of our ability to get by with less staffing, however the rest must be maintained for general cleaning supplies, salaries and equipment.

With the construction of a new school, Center will be in position to demand that new equipment installations included long term warranties and detailed maintenance schedules and requirements.

Though Center Schools has many pressing needs as far as funding for instructional programs, the District sees no reason why the above savings of \$200,000 per year could not be placed in reserve for the foreseeable future. In addition, as lease purchase agreements are paid off and there are fewer building improvement needs because of newer facilities, we believe an additional \$50,000 per year could be added to this fund. In twenty years time (when the community has repaid its bond commitment) Center Schools could be left with a \$5 million construction reserve fund.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

\$250,000

CDE Comments:

GRANT APPLICATION INCLUDES DEMOLITION OF HASKIN ES WHICH THE HISTORICAL SOCIETY HAS URGED BE RETAINED IN A REDEVELOPMENT SCHEME. RESOLUTION FOR THIS ISSUE HAS NOT BEEN ATTAINED AT THE TIME OF PRINTING THIS SUMMARY.

Funded FTE Count:	532	Bonded Debt Approved:	
Assessed Valuation:	\$23,206,925.00	Year Bonded Election Approved:	
PPAV:	\$43,622.04	Bonded Debt Failed:	
Bonded Debt:	\$0.00	Year Bond Election Failed:	
Total Bonding Capacity:	\$4,641,385.00	2009 Bond Election Results:	N/A
% of Bonding Capacity Used:	0.00%	Median Household Income:**	\$11,873.00
Bond Capital Remaining:	\$4,641,385.00	Free or Reduced Lunch %:	88.75%
Existing Bond Mill Levy:	0	State Financial Watch:	Yes
Who Owns the Facility:	District	Charter School Fund Balance:	
If it's a 3rd Party Explain:		Is the Facility Under a Lease Purchase Agreement:	No
If it's a Charter School, Where will the Facility Revert To:			

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request:	\$26,759,322.00	Affected Sq Ft:	124,500
Current Project Match:	\$4,722,233.00	Master Plan Complete:	Yes
Current Total Project Cost:	\$31,481,555.00	CDE Minimum Match Percent:	21
Previous Grant Awards:	\$0.00	Actual Match Provided:	15
Previous Matches:	\$0.00	Was a Waiver Letter Required:	Yes
Future Grant Requests:	\$0.00	FCI:	35.71%
Future Matches:	\$0.00	CFI:	39.90%
Total for all Phases:	\$29,982,434.00	Inflation:	0
Cost Per Sq Ft:	\$241.00	Davis- Bacon Wage Requirement:	\$1,499,122
Cost Per Pupil:	\$49,558.00		

BEST FY10-11 CDE GRANT APPLICATION SUMMARIES

-Facilities Affected By This Grant Application-

Odyssey Charter Elementary School – Phillips Elementary School

Number of Buildings:	1
All or Portion built by WPA:	No
Gross Area (SF):	46,405
Replacement Value:	\$10,592,272
Condition Budget:	\$5,649,222
Total FCI:	53.33%
Energy Budget:	\$16,242
Suitability Budget:	\$1,998,800
Total RSLI:	16%
Total CFI:	72.4%
Condition Score:	2.33
Energy Score: (20%)	2.25
Suitability Score: (40%)	4.03
School Score:	3.00



CDE COMMENT – Phillips is the facility the charter school is moving to summer 2010

CDE BEST FY10-11 Grant Application Summaries

Applicant Name: ODYSSEY CHARTER ELEMENTARY SCHOOL

Project Rank: 0.00

County: DENVER

Applicant Priority #: 1

Project Title: New PK-8 School

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

General Information Regarding the Affected Facilities and Reasons for Pursuing a BEST Grant:

Odyssey seeks to double in size, to alleviate overcrowding in our quadrant of Denver and to meet demand for our high-performing program. Currently, we can't do either. In Feb. 2010, 320 students applied for 30 open spots, in our K-8 population of 225 students. Today, our waiting list carries 297 names. We have potential to double our size overnight. Odyssey's enrollment policies encourage economic diversity. We reserve at least 33% of our seats for those with Free/Reduced Lunch status. While we are a school of choice, 31% of our students reside in the Stapleton neighborhood and more than 75% live within 2.5 miles.

In 2009, DPS declared severe shortfalls in NE Denver capacity: 150-250 students in 2010, 300-500 students in 2011, and 500-750 students in 2012. An Oct. 2009 Stapleton census revealed a neighborhood population of 1,694 age 6 and under, with 1000+ children entering kindergarten from 2010-13. This wave hits middle school in 2015. In addition, students in adjacent Montbello neighborhoods need 10,500 more seats in high-performing schools (see Locating Quality and Access, Dec. 2009). An expanded Odyssey serves both needs.

Odyssey opened in 1998 as the nation's first Expeditionary Learning charter. Expeditionary Learning emphasizes in-depth investigations of relevant topics, authentic service, integration of disciplines, lots of field work, and adventure activities in the spirit of Outward Bound. We perform well with this approach. Odyssey ranks 12th on the DPS Performance Framework and is the city's 2nd highest K-8. In 2008, Commissioner Dwight Jones recognized Odyssey as one of 9 Colorado Schools of Distinction, for gains on the Colorado Growth Model. In 2009, we made the Commissioner's list of 100 top performing schools.

This year, Odyssey vacates Westerly Creek and moves to Philips, to provide some space until a third neighborhood school opens. Though DPS is building a new Stapleton school, a need remains for 100s of more seats. A larger capacity Odyssey is crucial to a long-term solution. Philips, though being partially remodeled, is too small for growth, presents health and safety challenges inherent in an older building, and, fails to provide any relief for northeast Denver's overcrowding. We agreed to move to this temporary space to make room for neighborhood children, while concurrently laying plans to expand and create a campus of our own.

When DPS built Westerly Creek, it was intended as a permanent home for Odyssey, shared with Westerly Creek Elementary (WCE). Permanency became questionable as the number of young children in Stapleton swelled. As DPS and the community grappled with potential short-term solutions to overcrowding, the option of "moving Odyssey" was floated. DPS was unwilling to extend Odyssey's lease in Westerly Creek beyond the 2010-11 school year, which left us in a vulnerable position. Would the district force us out when the lease was up? Where could we go? When DPS presented an option of moving to Philips, we took their offer. By moving, we occupy a nearby facility where we can remain past 2010-11; DPS agreed to give us a long-term lease in Philips to ensure stability. There was no guarantee of this if we remained in Westerly Creek. If we had chosen to remain in Westerly Creek through our lease term, DPS would have used Philips for another purpose. Moving to Philips challenges our educational program, though. Philips is too far away for us to walk to Sand Creek Greenway, Stapleton parks, Urban Farm, Bluff Lake Nature Center, and other areas we use as outdoor classrooms. No school uses natural features of northeast Denver more fully than Odyssey. Philips is also much older than Westerly Creek, so we will deal with a building in poorer condition. Finally, like Westerly Creek, Philips limits us to 225 students. This continues to leave 300+ families who want to attend Odyssey unable to do so. We wish to help alleviate larger overcrowding issues and to serve more families.

Issue: School Replacement

Deficiencies Associated with this Issue:

Through on-going discussions with DPS Facility Management personnel and on-site visits, Bennett Wagner & Grody completed a detailed Phillips Elementary School facility assessment in February and March 2010. In summary, the school was built in 1951 as a one-story structure of 38,000 GSF. The building was never added-on or renovated, with the exception of regular maintenance such as re-roofing, paint and carpet. During the last 10 years, the school was upgraded with a fire alarm, a sprinkler system throughout and power/data to support technology. The conditions of the various systems are as follows:

- The structure of the building is sound. The building was well-built with exterior and corridor masonry bearing walls, continuous spread footing/slab on grade and metal joist/concrete pan roof structure. Beside the need to maintain the brick masonry with periodical tuck pointing, the main structure is expected to last another 30-50 years.
- The roofing has been upgraded over several summers starting in 2003. The replacement of one small remaining area is planned for this summer.
- The general layout of the building meets codes. ADA upgrades of the toilet rooms were completed during the summer 2009.
- The exterior walls are only double-width brick masonry with no insulation. Windows are original to the building and need to be replaced.
- All services/utilities are original to the construction. Sanitary and storm sewers, water and power have exceeded their life expectancy and are in need of replacement.
- The heating/ventilation system is provided by unit ventilators combined with a heating coil on the exterior wall. There are no cooling or DDC controls. Boilers were replaced in 2003. DPS has plans for replacement on the unit ventilators and central air handling units, new DDC controls for a budget of \$1.2 million. Upgrading the HVAC system with cooling, including a new electrical service, was budgeted in 2002 at a cost of \$2 million.
- All lighting is inefficient and in need of replacement.

With Odyssey's move to Philips Elementary School in August, DPS is in the process of contracting the following upgrades:

- Reconfiguration of classrooms, converting 4 classrooms into 3 to fit Odyssey program requirements.
- Renovation of a classroom into an Art Studio, with a kiln.
- Paint and carpet throughout the building.

The bid for this summer's work came in higher than the budget allocated for the project. DPS is currently evaluating if a partial air conditioning system (classrooms only) can be included in the summer renovation project. This system requires a new electrical service. A decision is pending final pricing from Xcel.

We have found CDE Statewide Facility Assessment of Philip Elementary School Assessment Report to be accurate, with the exception of the requirement of re-roofing the facility. We have used that report as the base of evaluation of the facility's existing condition, the urgency for replacement of each system, and the cost of the upgrades Odyssey: Facilities Assessment Deficiencies Summary

Philips Elementary School consists of one building located on 6550 E 21st Avenue in Denver. The original campus was constructed in 1951.

The financial impact to update to current Colorado Department of Education (CDE) health and safety standards for the Philips facility, Odyssey would require approximately \$5,649,223 as well as an additional \$1 million to meet LEED Gold standards. A major renovation to allow for 500 students as well as convert from elementary school to a K-8 facility, Philips would need a new middle school gymnasium (7,000 SF x \$200/SF project cost = \$1,400,000) and a classroom addition ([61,402 NSF of new school plan - 37,205 NSF for Philips = 24,197 NSF] x \$200/SF project cost = \$4,839,000). The total for the health and safety upgrades, LEED Gold standards and a major renovation is \$12,888,223.

Odyssey: Facilities Assessment Deficiencies List

1. SANITARY SEWER

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 50-year service life which is expired in 2001.

URGENCY: 0 YR

COST: \$56,058.00

2. STORM SEWER

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 30-year service life which is expired in 1981.

URGENCY: 0 YR

COST: \$27,490.00

3. ELECTRICAL DISTRIBUTION

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 30-year service life which is expired in 1981.

URGENCY: 0 YR

COST: \$65,760.00

4. SITE LIGHTING

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 30-year service life which is expired in 1981.

URGENCY: 0 YR

COST: \$61,448.00

5. PLUMBING FIXTURES

SOLUTION: Add additional plumbing fixture installation for code. The system is in use and functioning with an estimated remaining service life as indicated in the report section "Condition/Replacement Budget Detail." The system was installed in 2009. It has a 30-year service life. However, in the assessment, it was found to be currently deficient. Plumbing fixtures are inadequate. Provide additional plumbing fixtures groups for each sex to comply with current codes and standards. In additional, provide separate plumbing fixture groups for staff. All fixtures shall be designed for low water consumption.

URGENCY: 0 YR

COST: \$27,762.00

6. DOMESTIC WATER DISTRIBUTION

SOLUTION: Replace system. (Current hot water heater is sitting on a five gallon paint bucket.) The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1975. It has a 30-year service life which is expired in 2005.

URGENCY: 0 YR

COST: \$29,632.00

7. SANITARY WASTE

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 30-year service life which is expired in 1981.

URGENCY: 0 YR

COST: \$76,824.00

8. OTHER PLUMBING SYSTEMS (drinking fountains)

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1990. It has a 20-year service life. However, in the assessment, it was found to be currently deficient.

URGENCY: 0 YR

COST: \$21,401.00

9. PARKING LOTS

SOLUTION: Replace system. Age beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 50-year service life which is expired in 2001.

URGENCY: 0 YR

COST: \$135,293.00

10. SITE DEVELOPMENT

SOLUTION: Replace system. (Site fence is beyond expected life and needs to be replaced in addition to the absence of a trash enclosure.) Age of system beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951.

URGENCY: 0 YR

COST: \$35,036.00

11. LANDSCAPING

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1975. It has a 10-year service life which is expired in 1985.

URGENCY: 0 YR

COST: \$123,435.00

12. WATER SUPPLY

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 50-year service life which is expired in 2001.

URGENCY: 0 YR

COST: \$20,483.00

13. EXTERIOR WINDOWS

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 30-year service life which is expired in 1981.

URGENCY: 0 YR

COST: \$389,056.00

14. EXTERIOR DOORS

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 30-year service life which is expired in 1981.

URGENCY: 0 YR

COST: \$32,924.00

15. ROOF COVERINGS

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 20-year service life which is expired in 1971.

URGENCY: 0 YR

COST: \$550,934.00

16. ROOF OPENINGS

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 30-year service life which is expired in 1981.

URGENCY: 0 YR

COST: \$21,401.00

17. INTERIOR DOORS

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 40-year service life which is expired in 1991.

URGENCY: 0 YR

COST: \$106,156.00

18. FITTINGS

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was

installed in 1951. It has a 20-year service life which is expired in 1971.

URGENCY: 0 YR

COST: \$112,492.00

19. WALL FINISHES

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 20-year service life which is expired in 1971.

URGENCY: 0 YR

COST: \$204,131.00

20. FLOOR FINISHES

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 20-year service life which is expired in 1971.

URGENCY: 0 YR

COST: \$504,292.00

21. RAIN WATER DRAINAGE

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 30-year service life which is expired in 1981.

URGENCY: 0 YR

COST: \$15,365.00

22. DISTRIBUTION SYSTEMS

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 30-year service life which is expired in 1981.

URGENCY: 0 YR

COST: \$405,518.00

23. TERMINAL & PACKAGE UNITS

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 15-year service life which is expired in 1966.

URGENCY: 0 YR

COST: \$1,378,433.00

24. CONTROLS & INSTRUMENTATION

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 20-year service life which is expired in 1971.

URGENCY: 0 YR

COST: \$99,322.00

25. SYSTEM TESTING & BALANCING

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 20-year service life which is expired in 1971.

URGENCY: 0 YR

COST: \$29,632.00

26. FIRE PROTECTION SPECIALTIES

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1992. It has a 15-year service life which is expired in 2007.

URGENCY: 0 YR

COST: \$4,390.00

27. ELECTRICAL SERVICE / DISTRIBUTION

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 30-year service life which is expired in 1981.

URGENCY: 0 YR

COST: \$154,196.00

28. LIGHTING AND BRANCH WIRING

SOLUTION: Replace system. The system is in use and functioning with an estimated remaining service life as indicated in the report section "Condition/Replacement Budget Detail." The system was installed in 2002. It has a 30-year service life. However, in the assessment, it was found to be currently deficient. New lights were installed in 2004, but the wiring was original and there is no room for expansion in the original building.

URGENCY: 0 YR
COST: \$490,374.00

29. INSTITUTIONAL EQUIPMENT

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 20-year service life which is expired in 1971.

URGENCY: 0 YR
COST: \$4,939.00

30. FIXED FURNISHINGS

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 20-year service life which is expired in 1971.

URGENCY: 0 YR
COST: \$72,982.00

31. SPECIAL FACILITIES

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1951. It has a 20-year service life which is expired in 1971. Perform a detailed study to address non-compliant code items; including fire sprinkler system design, fire rated corridors, additional plumbing fixtures and space requirements, stair handrail construction and accessibility issues.

URGENCY: 0 YR
COST: \$32,738.00

32. TERMINAL & PACKAGE UNITS AT GYM

SOLUTION: The system should be installed. The system is missing.

URGENCY: 0 YR
COST: \$243,862.00

33. SYSTEM TESTING & BALANCING AT GYM

SOLUTION: The system should be installed. The system is missing.

URGENCY: 0 YR
COST: \$6,349.00

34. FIRE PROTECTION SPECIALTIES AT GYM

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1994. It has a 15-year service life which is expired in 2009.

URGENCY: 0 YR
COST: \$941.00

35. CONTROLS & INSTRUMENTATION AT GYM

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1994. It has a 20-year service life which is expired in 2014.

URGENCY: 4 YR
COST: \$21,282.00

36. DISTRIBUTION SYSTEMS AT GYM

SOLUTION: Replace system. The system age is beyond expected life and showing signs of deterioration. The system may be in service and functioning but it is recommended to be placed due to increased condition budget and potential failure of components. The system was installed in 1994. It has a 30-year service life which is expired in 2024.

URGENCY: 14 YR
COST: \$86,892.00

Total: \$5,649,223 (Cost below deducts work being done this summer on items in this list of deficiencies)

Proposed Solution to Address the Deficiencies Listed Above:

To bring Philips up to health and safety standards would cost more than \$5.6 million. Nearly all known deficiencies require complete replacement. System ages are beyond expected life and show signs of deterioration. Though all systems may be in service and functioning, they are recommended for replacement due to increased condition budget and potential failure of components.

Even with these improvements, Odyssey will be unable to grow to serve more students, as Philips is only large enough to house our current population of 225. It is our intent to double in size to help alleviate overcrowding issues and serve more families with a state-of-the-art, high-performance public campus which incorporates cutting-edge school architectural features. The prime intention of our conceptual design is to enhance and elevate our educational approach.

Even if Odyssey's choice was to remain a small school of 225 students, the Philips building would present a host of challenges. Reasons include:

- Philips, designed just after World War II, was meant to house elementary school students of the 1950s, whereas Odyssey is a 21st Century K-8 program (hoping to be an ECE-8 with our expansion). As such, Philips' classrooms and gym are too small for middle school students.
- Through Expeditionary Learning, Odyssey students use natural resources that surround our school as a direct extension of their classroom

learning. Accessibility to such resources are lacking at Philips. Whereas, a location in Stapleton has plentiful resources for our students to access by walking or bicycle-riding—Bluff Lake Nature Center, The Urban Farm, Westerly and Sand Creeks, and many open spaces and parks. From Philips, our students will have to be transported by bus or car to access such resources.

- When DPS gave Odyssey the option of moving to Philips (with no guarantee that we could remain at the Westerly Creek building beyond the single year left on our lease), we chose to move to ensure we'd have a home near our current families. This also meant we had to locate farther away for a large number of families attending our school from far NE Denver (Montbello and Green Valley Ranch), as well as others who moved to Stapleton after enrolling in Odyssey. In suitable weather, about half of our students currently walk or bike to school. We expect this number to drop significantly at Philips.

- Odyssey has a deep commitment to serve a diverse student body. Stapleton locations we are looking at are on the eastern edges of the neighborhood. They provide much easier access to the school from Montbello and Green Valley Ranch. Interestingly, a recent DPS report revealed one of the district's greatest needs is for higher performing schools to serve these Far NE neighborhoods.

- Odyssey has been formally invited by Expeditionary Learning Schools (our national organization) to serve as a teaching laboratory and mentor for EL schools across the country. Because of this, we have incorporated professional development/community space into the conceptual designs. This space in a new facility would, therefore, serve a much wider community of teachers and students. Service as a mentor school directly supports expansion to 500 students by creating teacher and school leader pipelines. There is no space in Philips to conduct such work. To continue to address overcrowding in NE Denver, more schools must be built. Odyssey's move to Philips is a stopgap, providing a year's time while DPS constructs a third Stapleton neighborhood school. Come August 2011, there again will be more students than local seats. A new Odyssey campus, along with other DPS plans including use of an existing building as an ECE center and construction of Stapleton High School, can provide long-term relief.

Architectural Design Narrative

With commitment from DPS central administration to contribute \$3.5 million toward a new facility coupled with Forest City Stapleton's donation of at least a 5-acre site ready for construction, Odyssey decided to aggressively pursue a new campus. The possibility of designing a facility where program requirements can dictate all building elements and site arrangements has been tremendously energizing for the Odyssey community. Our master planning process clearly shows the cost for upgrading existing facilities to meet CDE Construction Guidelines and to provide space for 450-500 students to be higher than that for building a new facility. We have concluded that a new campus will elevate Odyssey.

How did we come to this conclusion? With a team of architects from Bennett Wagner & Grody Architects, we were guided through 7 weeks of intensive discussions. During that time, Bennett Wagner & Grody's team discovered the uniqueness of the Expeditionary Learning format. Some of the key elements are learning based on connecting with nature and the community, learning based on developing the character as well as the intellect of the student, and learning based on active community participation—being crew, not passengers.

Plans within the Master Plan Report and this narrative describe the design of a facility that is conducive to this style of learning. Such a facility needs to be designed differently from a traditional school building. Some of the key architectural design components are:

- Classrooms with direct connection to the outdoors plus easy access to outdoor classroom spaces.
- Classrooms designed to allow for individual or group work with a lot of wall surfaces for presentation of student work.
- A lot of breakout teaching spaces outside the classroom for individual, one-on-one (student/student, student/teacher or student/parent volunteer), small group, and larger group project work.
- Larger than average classrooms to accommodate these varying, though often simultaneous, teaching modalities, allowing social construction of knowledge. Odyssey's inquiry-based instruction is fully supported.

- A large "watering hole" space as the heart of the school, to support the strong value of the school as an integrated community, a place where every individual is known. The entire school community meets every other week for Community Circle, a whole-school gathering where accomplishments are celebrated and announcements and programming applicable to all are shared. Parents and many community members are an active part of the educational program, so are involved and participate in many activities.

- Connection to nature served as the essence of the design in various ways:

- o Views to outside/nature from anywhere within the school.

- o Ample and abundant day-lighting, so natural light filters to all parts of the building.

- o A facility designed as a very efficient organism: every piece or part of the building counts and is alive. For example, the corridor is not only the exit way or place where students circulate from one classroom to another, it is also a series of teaching spaces of various sizes to meet a variety of modalities. All building elements have functional AND educational purposes. This concept of "living organism" is a sustainable approach as it reduces the building area by overlapping functions, optimizing the use of each space.

- o Sustainable building environment through the selection of materials, incorporation of energy-efficient mechanical and electrical systems, superb indoor air quality, and reduction of water usage to exceed the LEED Gold requirements. The design of the facility is geared towards achieving, at a later date, net-zero energy and waste targets.

- o An accessible green roof is planned for the East Wing.

Refer to LEED Checklist below.

The facility is planned as a two-story building to preserve land and allow for a more compact envelope. The building extends along an east/west axis to maximize north/south exposures. This orientation is the best way to control shading and glare on the windows to maximize day-lighting at minimum cost.

The campus entry will be welcoming. The main building entrance is on the south side to minimize snow and ice impact. A parent drop-off lane provides direct access to the front door and playground area occupying the southwest quadrant of the site. The layout of the building and site provides beautiful views to the Rocky Mountains reinforcing the connection the natural environment. A lot of attention was given to the playground and vehicular separation to maximize student safety. A fence encloses the playgrounds. A separate ECE and Kindergarten drop-off, with parent parking spaces, is located off the northern-bounding street on the northwest corner of the site with direct access to classrooms. Staff parking is located on the northeast corner of the site and accommodates 60 spaces (meeting the LEED requirement of a maximum of 3 spaces per classroom). Refer to the site plan drawing included in the Master Plan Report.

The school is organized around a large community space/lobby designed for dual-use as a meeting/community event space. The Music/Drama classroom is judiciously located adjacent to it, raised to act as a performance platform. Program spaces used by all students, such as Studio Art, Gymnasium, Physical Education classroom/Dance, Climbing Wall and Cafeteria are adjacent to the central lobby to reinforce the sense of community. The Administration Suite is accessible from the entrance vestibule, providing secure, controlled access, but also opens to the central community space to improve visibility and supervision.

The grouping of classrooms is specific to the Odyssey School, and supports intentional structures of configuration and school culture. Its purpose is to reinforce Expeditionary Learning core values of "Empathy & Caring", "Collaboration & Competition" and "Diversity & Inclusion." Two academic wings frame the central core areas of the school. The East Wing is one-story and houses the 1st and 6th grade classrooms which

are grouped as an educational team. The West Wing is two-story. The 7th/8th and 2nd/3rd graders form two clusters of classrooms on the second floor. The ECE/K and 4th /5th graders form two clusters on the first floor.

To support the project-based Expeditionary Learning curriculum, each and every classroom needs to be flexible to accommodate whole-group activities and presentations down to quiet individual research and reflection. The educational environment is not confined to the classroom and spills into corridors, which are designed as a series of study nooks. One breakout room is shared by two crews for conferences, small-group work, and teacher offices. Computers are typically located in a breakout room, although the school has a mobile lab for use in the classrooms. Reading and access to books is everywhere: in each classroom, in specific book nooks in corridors, in the central community space, and in a dedicated book room. More than 100 parent and community volunteers spend the first hour of one school day per week volunteering as part of the "Reading Buddy" program. Adults work with an assigned single student or small group throughout the school year. Books are to be available for check-out from teachers' bookshelves in the classroom or on carts in the book room. The Design Committee elected to use the space typically allocated to a Media Center/Library to allow for larger classrooms and a central community space.

The program meets the Colorado Public Schools Facility Construction Guidelines except for:

- The size of the classrooms is planned at 995 SF instead of 875 SF.
- Distance Learning or Family Consumer Labs for the 6th, 7th and 8th graders are not part of the curriculum.
- Weight Training and Locker Rooms for the 6th, 7th and 8th graders are not considered essential to the program.

Construction Systems and Building Materials

The structural system is planned as a steel frame structure allowing for maximum flexibility for reconfiguration over the years. Lateral bracing will be located in walls which would most likely be permanent through the life of the building, for example along toilet rooms. For efficiency and speed of construction, masonry bearing walls are not planned for the facility. Concrete masonry block will be used only in areas requiring impact resistance, such as the gymnasium. The foundation system is shallow spread footing.

Roofs are planned as a combination of low-slope roofing, white TPO to reduce cooling loads and standing seam metal roofs at steep slopes in a few locations. The roof insulation is designed to meet a minimum of R30. The window systems are planned as aluminum storefront for durability with operable vents to maximize natural ventilation. High performance glazing is carefully selected for highest efficiencies at the various exposures.

The backup system for the exterior wall is 6" studs with sheathing, 2" continuous foamed-in-place insulation achieving a tight envelope, especially around window/door openings. The exterior wall materials are selected for durability, ease of maintenance, local production, and natural texture. Brick veneer is planned for the lower parts with a minimum height of 8' with cementitious stucco or fiber cement panels as a light/rain screen material for the upper parts on the building.

Interior finishes such as polished concrete, recycled content carpet tiles or rubber flooring, low VOC paint, adhesives and sealants will be carefully selected for their sustainable qualities.

Site and Landscape Narrative

NB: As a basis for our conceptual site plan, we considered a specific 5.8-acre parcel of vacant land located south of 26th Avenue and east of Fulton Street, within the Stapleton Redevelopment Zone. As 26th Avenue in this area forms the boundary between the City and County of Denver and the City of Aurora, the plot we used for planning is technically located in Aurora. The plot was used as it presents the most apparent civil engineering challenges, such as tricky drainage. Storm, sanitary, and water utilities would connect to existing City of Aurora infrastructure. Our exterior environments are intended to be integral to our educational experience. The school landscape is designed to be a teaching tool, an exploratory environment, and a place to learn, reflect and play. Our site will encourage teachers and students to engage with the landscape, to connect with nature, with their surroundings, and with the wider community.

Similar to the school building, the organization of the site begins with the idea of a river (a riparian corridor), and expands into a landscape reflecting three of the principal landscape types of the Colorado Front Range: riparian corridor, arid high prairie, and ponderosa pine and grasses of the initial montane zone of the foothills. A mix of low-growing native grasses within each of these landscape communities becomes the unifying signature of the site. Each landscape will be planted with native species to attract birds and other wildlife. A variety of bird feeders will be located throughout to further attract avian wildlife. Native landscapes will be supplemented by several agrarian areas, including an orchard that frames the arrival, a series of vegetable gardens, and many rustic plantings of edible plants such as blackberries, raspberries and strawberries.

A shallow channel that collects surface drainage from the site and from the eastern boundary street enters the site at its southeast corner. Planted with native cottonwood trees and short-grass prairie species, and lined with a channel of gravels, cobbles and boulders, the channel establishes the backbone of the campus's landscape and treats the water before it exits the site, improving quality of runoff. The created topography of the site rises to the south and north of the channel, creating a plateau for the school building and an upland montane zone that will screen the school grounds from the streets.

The primary play space extends from the front lobby of the school building. A "front porch" of shifting seating slabs steps-down from the lobby toward the stream channel, and other learning and play spaces. These other landscape elements are intended to emphasize learning by encouraging experimentation, discovery and testing of ideas among students at all ages. Simple play spaces are found near the channel, offering sand, clay and mud pits. Several intentional gathering places are created and intended to serve as outdoor classrooms. These spaces include a more formal amphitheater where the entire student body can be seated. There will also be a tepee and several "rooms" furnished with boulders, tree stumps of various sizes, and concrete tables. Each will be shaded by trees or simple structures. Other outdoor places will be specifically oriented to artistic expression, such as an undulating wall recessed into the ground on the north side of the school. Other places include potential for scientific experimentation, such as a sundial on the entry plaza, a place for telescopes on the roof of the school, along with wind socks and places along the channel to affect the flow of water when it is present.

The site will include a protected ECE playground, a turf grass playfield for multiple organized sports, a half-mile trail that circumscribes the site, and multiple play structures. The play structures will include a ground mounted slide, a rubberized rolling "dune" surface, several swings, bars and other common playground elements. Each will be integrated into the landscape to appear as natural as possible. The "playground" will be a place where teachers, students and their families can engage together, build mutually respectful and enjoyable relationships with each other and with the natural world. The diverse set of spaces created here will enhance both individual and group experiences as a means to encourage personal growth and to develop dynamic social relationships. Quiet, contemplative places to be alone, will encourage each student's individual learning and growth, and social spaces will encourage growth as thoughtful, creative, responsible and compassionate citizens. Ultimately, the planned playground is a sophisticated social environment that will be exciting, engaging, beautiful, challenging and diverse.

Site and Civil Narrative

General site work includes clearing and grubbing, stripping and stockpiling of onsite topsoil, preparation of the sub-grade under parking areas and drives, site grading, placement of stockpiled topsoil, and traffic control. A 4" depth of existing topsoil was used for estimating purposes. To date, a geotechnical study has not been reviewed to determine an actual depth of topsoil. While an existing survey is unavailable, topographic information was acquired for the site and a conceptual grading study was performed. A shallow spread footing foundation system has been

accounted for in the earthwork calculations. It is anticipated that fill material will need to be imported.

A paving section consisting of 6" of asphalt paving over 12" of prepared sub grade has been used for the parking area, and 8" of asphalt paving over 12" of prepared sub grade was used for fire lanes, drive aisles, and drop-off lanes. Concrete curb and gutter outlines the parking area and the drop-off lanes and concrete pans are located at each of the five connections to public streets. Onsite signage and striping has been included in this section.

A 2" domestic water line and a 6" fire protection line will be required to service the school building. Conceptually, a water main loop has been included within the drop-off lane on the south side of the site. Three fire hydrants are included; however, further coordination will be necessary for exact location and number of hydrants. Domestic water line sizing may be increased due to pressure test or demands. A 6" sanitary sewer line is anticipated to adequately meet demands for the school and will connect to existing infrastructure to the south of the site. No public sewer main extensions have been included.

A minor storm drainage system has been included to capture runoff from the building roof and parking areas. Generally, the site slopes from the east to the west to Westerly Creek, a major drainage way located approximately 1,800" to the west. Water quality detention has been accounted for; however, full detention is not anticipated at this time.

Standard erosion control best-management practices (BMPs) have been included for this site. BMPs include silt fencing, inlet protection, vehicle tracking control designed to reduce sediment-laden storm water runoff and control erosion of soils. Due to the size of land disturbance, a storm water management plan and associated permits will be required.

Mechanical Design Narrative

HVAC

The HVAC system selected was based on simplicity, easy maintenance, system energy performance, construction budget, and evaluation of the existing systems installed in various schools in and around Colorado. A balance of all these factors was taken into account and several systems were evaluated before selection of a system was determined.

A geothermal system, with a horizontal loop field or vertical bore holes will provide a heat/cool sink to operate the active chilled beams, radiant in-floor heating, and the heat pump system, which would eliminate the need for a boiler or a chiller. Pumps would circulate water through the system in the building and then through the geo-exchange loop field as required to gain or dissipate heat. Geo-exchange loop distribution pumps and building distribution pumps would be installed in the mechanical room to create a decoupled loop piping system. The decoupled loop would maximize the efficiency of the heat loop piping inside the building before having to use the geo-exchange loop and associated pumps.

Ventilation for classrooms is provided through a 100% outside air unit with a heat recovery wheel, heat pipes or a flat plate heat exchanger. This unit conditions the outside air by using the "free energy" in the exhausted air that is required to be supplied to the occupants of the building.

The gymnasium will be supplied from a roof-mounted, water-source heat pump unit. This unit will have 100% outside air economizer as well as CO2 controls to match outside air quantity with the concentration of people in the space. We believe that displacement ventilation would be possible for the gymnasium. Displacement ventilation is where air is supplied at very low velocities at, or near, the floor level of the space and rises as it is heated by the occupants and the equipment in the space. We are planning on using fabric ductwork, such as DuctSox or Fabric-Air, for supply ductwork. This will allow us to disperse supply air at low velocities for the displacement ventilation and the inherent nature of the fabric ductwork will resist more damage from sports equipment than traditional sheet metal ductwork.

Typically, a traditional system uses 55 deg F supply air, whereas a displacement ventilation system will use 67-68 deg F supply air. Since air temperature of supply air is higher than a traditional system and it is supplied at intentionally low velocities, mixing does not occur until air is through the occupied zone. This can be beneficial for indoor air quality since the air is typically only passing the occupants one time before it leaves the room. Perimeter zones such as this gymnasium will require a separate radiant in floor heating system to offset the wall load in the winter and not interfere with displacement cooling.

Plumbing

Combination water and fire service will be brought into the building. A pressure reducing valve and backflow preventer will be installed on the domestic water service and a backflow preventer will be installed on the fire service entry. We propose ultra-low flow urinals with battery-operated flush valve sensors along with low-flow dual flush valve battery-operated sensors for the water closets. Lavatories will be provided with low-flow faucets with battery-operated sensors. All fixtures will be ADA compliant.

Fire Protection

The building will be fully sprinkled with a wet pipe sprinkler system and quick response heads per NFPA 13. The building will be protected as light hazard except for the storage rooms and mechanical rooms, which will be protected as ordinary hazard.

Temperature Controls

A full DDC control package using an open protocol such as BACnet will be installed. Fans for the outside air unit will include a variable frequency drive. Each heat pump will be controlled by a remote thermostat and be interlocked to the building DDC system to control occupied and unoccupied mode. Occupancy sensors will be installed to control lighting and the units in each classroom. As the classroom becomes unoccupied the lights will turn off and the units will go to unoccupied status. We will also review the possibility of adding window sensors to the operable windows in the classrooms to control occupied and unoccupied mode.

The proposed HVAC systems can provide a wonderful learning environment that is highly energy efficient with low maintenance cost and lower operating costs. The use of proven technology, when applied in innovative ways, can produce extraordinary results.

Electrical Design Narrative

The school will be at least LEED Gold under the LEED 2009 for Schools New Construction and Major Renovation, with provisions to go Net Zero in the future.

The new service and main distribution equipment will be approximately 1200A, 277/480V, 3-phase, 4 wire, and shall consist of an incoming line section and required distribution sections. The main distribution equipment shall be provided with integral meters to measure the electricity usage of the distribution boards. The meters will be connected to the school's building automation system and an educational kiosk that the future PV system will be connected to. The metering will meet the requirements of LEED Energy and Atmosphere Credit 5 – Measurement and Verification.

Each electrical distribution point (each electrical "room") will consist of branch circuit panel-boards, containing molded case bolt-on circuit breakers and copper busses. These panel-boards shall be fed from the distribution boards in the main electrical room. Lighting and mechanical equipment panel-boards shall be 480/277V, 3-phase, 4-wire. Panel-boards serving receptacle and kitchen equipment loads shall be 120/208V, 3-phase, 4-wire and be fed from a 480V to 120/208V transformer.

The school clearly desires to be Net Zero in the future. The first approach is to minimize the electrical demand for the building with an efficient mechanical system and Energy Star equipment throughout the school. In order to achieve the net-zero goal, a photovoltaic (PV) system will be required to make-up the remaining electrical building load. The PV arrays inverter will be located in the main electrical room. An educational

kiosk shall be located near the main office to allow students, families, staff and visitors view how much energy the PV system is producing. The exact size of the PV array will be determined at a later date with the building's energy model. The PV system would meet the requirements of LEED Energy and Atmosphere Credit 2 – On-Site Renewable Energy if the system is incorporated into the design/construction now.

Lighting

All illumination will be accomplished with the use of energy efficient lamp sources, such as compact and linear fluorescents lamps and LEDs. Pendant-mounted, direct/indirect, fluorescent luminaries will be the main source of electrical light in classroom areas. Supplemental, recessed, LED downlights shall be incorporated into these spaces also.

The classrooms shall be provided with day-lighting controls to minimize the demand for using the luminaries. The day-lighting control system shall consist of an occupancy sensor, photoelectric cell, dimming controller, luminaries with dimming ballasts, and a manual override wall switch.

If Solatubes are incorporated into this school they will be connected to the lighting control system also. Luminaries in the same space will either dim down or turn off if there is adequate day light entering the space. The lighting controls shall be designed to meet the requirements of LEED Indoor Environmental Quality Credit 6.1 – Controllability of Systems – Lighting.

Per the 2009 IECC, the school must have the capability to shut-off all of the lights automatically. This requirement prevents lights being left on by accident, and is a safety feature for lockdowns as well. The 2009 IECC also requires classrooms and other areas to have the capability to reduce their lighting by 50% either by using automatic controls or dual-level switching.

How Urgent is this Project:

0 YR (All but two deficiencies in the list above have been declared to be beyond their useful expected life cycles.)

What is the Cost Associated with this Project:

5,282,848

How Does this Project Conform with the Construction Guidelines:

The project is designed to complies to the Public Schools Construction Guidelines with the exception of:

Not providing a separate bus lane as no bus service is anticipated

The size of the classrooms is planned at 995 SF (instead of 875 SF)to meet the educational requirements of the Expeditionary Learning program.

The commercial kitchen will be limited to be a warming kitchen.

No distance learning room or weight training room is planned for the school.

How does the Applicant plan to Maintain this Project if it is Awarded:

In our Financial Growth Modeling (presented in full in our Detailed Project Management Plan), we are planning to put 2% of our Per Pupil Operation Revenues into a capital renewal reserve each year. We call this fund “Working Capital Reserve,” and it appears in the next-to-last line of the expense side of the budget, just above “Surplus.” We believe this amount will provide the necessary funding for replacement or repairs to the facility over time. By the end of the first 6 years of the project, we will have \$305,733 dollars saved—an average of \$50,956 annually. By 20 years, we will have approximately \$1 million saved to replace mechanical systems and other components of the facility as they reach the end of their expected life cycles.

In addition to the capital renewal fund, we have budgeted for on-going facility maintenance. We budget annually for technical support, which covers the repairs and maintenance of the hardware in the building. At full build-out, we will have \$30,000 per year for repairs and maintenance. We also have a healthy contingency line (\$40,000 at full build-out) for unexpected expenses.

Along with supporting the life of the facility through a healthy reserve of funding, we also plan to be vigilant when it comes to compliance with warranties and their extensions. With a thoughtful and intentional process of overseeing our warranties, we can extend the useful life of our systems.

What will the Applicant Commit to a Capital Renewal Yearly Contribution Amount:

50,956

CDE Comments:

THE APPLICANT HAS MET THE THREE MONTH NOTIFICATION AND HAS BEEN CHARTERED FOR MORE THAN FIVE YEARS AS REQUIRED IN STATUTE. THIS PROJECT WILL NEED TO COMPLY WITH THE HPCP. THEY HAVE PROVIDED A LEED CHECKLIST AND HAVE DEMONSTRATED THEY CAN MEET A LEED GOLD CERTIFICATION ON THEIR PROJECT. DENVER PUBLIC SCHOOL DISTRICT SUPPORTS THIS PROJECT AND IS PROVIDING BOND PROCEEDS AS THE APPLICANTS MATCH. ODYSSEY IS CURRENTLY MOVING OUT OF THEIR DPS FACILITY INTO ANOTHER DPS FACILITY BOTH OF WHICH WERE TOO SMALL FOR THE CHARTER SCHOOL. THE FACILITY THEY ARE CURRENTLY MOVING INTO IS BEING RENOVATED OVER THE SUMMER, WITH DISTRICT BOND PROCEEDS, BUT WILL STILL BE TOO SMALL FOR THE SCHOOL.

Funded FTE Count: 221

Assessed Valuation:

PPAV:

Bonded Debt:

Total Bonding Capacity:

Bonded Debt Approved:

Year Bonded Election Approved: N/A

Bonded Debt Failed:

Year Bond Election Failed: N/A

2009 Bond Election Results: N/A

% of Bonding Capacity Used:
Bond Capital Remaining:
Existing Bond Mill Levy:
Who Owns the Facility: District
If it's a 3rd Party Explain:
If it's a Charter School, Where will the Facility Revert To:

Median Household Income:**
Free or Reduced Lunch %: 30.32%
State Financial Watch: No
Charter School Fund Balance: \$344,474
Is the Facility Under a Lease Purchase Agreement: No
 Facility becomes an asset of Denver Public Schools district (DPS).

**Figures Based on FY08-09 Data ** Based on 2000 Census*

Current Grant Request: \$10,487,956.00
Current Project Match: \$3,684,957.00
Current Total Project Cost: \$14,172,914.00
Previous Grant Awards: \$0.00
Previous Matches: \$0.00
Future Grant Requests: \$0.00
Future Matches: \$0.00
Total for all Phases: \$13,498,014.00
Cost Per Sq Ft: \$209.00
Cost Per Pupil: \$26,996.00

Affected Sq Ft: 64,500
Master Plan Complete: Yes
CDE Minimum Match Percent: 25
Actual Match Provided: 26
Was a Waiver Letter Required: N/A
FCI: 2.07%
CFI: 14.10%
Inflation: 1
Davis- Bacon Wage Requirement: \$272,000

**FY2010-11 BUILDING EXCELLENT SCHOOLS TODAY
APPLICANT DATA**

**SCHOOL DISTRICT PPAV, ADJUSTED MATCH, PERCENTAGE OF FREE AND
REDUCED LUNCH AND MEDIAN HOUSEHOLD INCOME (BASED ON 2000
CENSUS)**



**DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION
ASSISTANCE**

JUNE 2010

BEST FY10-11 DISTRICT DATA

District Data

COUNTY	DISTRICT	FY08-09 FTE COUNT	FY08-09 ASSESSED VALUATION	FY08-09 PPAV	MINIMUM DISTRICT MATCH	DISTRICT MEDIAN HOUSEHOLD INCOME FROM 2000 CENSUS	FY08-09 PERCENTAGE OF PUPILS ELIGIBLE FOR FREE OR REDUCED-COST LUNCH
ADAMS	MAPLETON 1	5,175.50	\$477,132,910.00	\$92,190.69	41%	\$17,649.00	67%
ADAMS	ADAMS 12	34,206.00	\$1,782,981,920.00	\$52,124.83	38%	\$23,164.00	30%
ADAMS	ADAMS 14	6,184.50	\$558,471,120.00	\$90,301.74	14%	\$14,008.00	82%
ADAMS	BRIGHTON 27J	12,573.50	\$798,034,830.00	\$63,469.59	35%	\$20,385.00	30%
ADAMS	BENNETT 29J	1,034.50	\$81,574,100.00	\$78,853.65	52%	\$23,377.00	24%
ADAMS	STRASBURG 31J	914.00	\$50,614,480.00	\$55,376.89	44%	\$20,066.00	15%
ADAMS	WESTMINSTER 50	8,852.50	\$551,961,890.00	\$62,350.96	24%	\$19,552.00	72%
ALAMOSA	ALAMOSA RE-11J	2,030.50	\$109,222,709.00	\$53,791.04	17%	\$14,894.00	65%
ALAMOSA	SANGRE DE CRISTO RE-22J	292.50	\$21,386,195.00	\$73,115.20	35%	\$15,805.00	63%
ARAPAHOE	ENGLEWOOD 1	2,973.00	\$420,770,900.00	\$141,530.74	50%	\$20,779.00	49%
ARAPAHOE	SHERIDAN 2	1,441.50	\$152,418,590.00	\$105,736.10	24%	\$16,045.00	82%
ARAPAHOE	CHERRY CREEK 5	47,970.00	\$4,531,481,790.00	\$94,464.91	59%	\$32,834.00	23%
ARAPAHOE	LITTLETON 6	14,751.50	\$1,301,422,260.00	\$88,223.05	63%	\$33,366.00	17%
ARAPAHOE	DEER TRAIL 26J	147.50	\$21,286,730.00	\$144,316.81	61%	\$17,247.00	32%
ARAPAHOE	ADAMS-ARAPAHOE 28-J	32,079.50	\$1,875,202,640.00	\$58,454.86	24%	\$18,698.00	61%
ARAPAHOE	BYERS 32J	466.50	\$36,422,970.00	\$78,077.11	44%	\$19,213.00	38%
ARCHULETA	ARCHULETA 50 JT	1,477.00	\$339,930,916.00	\$230,149.57	65%	\$21,979.00	46%
BACA	WALSH RE-1	138.00	\$28,312,261.00	\$205,161.31	47%	\$15,486.00	61%
BACA	PRITCHETT RE-3	63.50	\$8,927,655.00	\$140,592.99	48%	\$14,910.00	45%
BACA	SPRINGFIELD RE-4	261.50	\$19,210,327.00	\$73,462.05	38%	\$15,429.00	53%
BACA	VILAS RE-5	72.50	\$6,207,778.00	\$85,624.52	40%	\$15,053.00	51%
BACA	CAMPO RE-6	48.00	\$10,657,692.00	\$222,035.25	38%	\$11,118.00	77%
BENT	LAS ANIMAS RE-1	515.00	\$45,638,535.00	\$88,618.51	26%	\$13,259.00	69%
BENT	MCCLAVE RE-2	250.00	\$15,174,875.00	\$60,699.50	36%	\$13,016.00	44%
BOULDER	ST VRAIN RE 1J	23,589.50	\$2,253,992,555.00	\$95,550.67	51%	\$26,128.00	29%

COUNTY	DISTRICT	FY08-09 FTE COUNT	FY08-09 ASSESSED VALUATION	FY08-09 PPAV	MINIMUM DISTRICT MATCH	DISTRICT MEDIAN HOUSEHOLD INCOME FROM 2000 CENSUS	FY08-09 PERCENTAGE OF PUPILS ELIGIBLE FOR FREE OR REDUCED-COST LUNCH
BOULDER	BOULDER RE 2	27,119.50	\$4,681,607,630.00	\$172,628.83	74%	\$30,057.00	17%
CHAFFEE	BUENA VISTA R-31	903.00	\$167,900,970.00	\$185,936.84	67%	\$21,157.00	30%
CHAFFEE	SALIDA R-32	995.50	\$174,311,599.00	\$175,099.55	59%	\$17,887.00	37%
CHEYENNE	KIT CARSON R-1	97.00	\$55,022,480.00	\$567,242.06	62%	\$17,226.00	48%
CHEYENNE	CHEYENNE RE-5	170.50	\$93,998,690.00	\$551,311.96	59%	\$18,071.00	32%
CLEAR CREEK	CLEAR CREEK RE-1	872.00	\$435,303,310.00	\$499,201.04	80%	\$28,160.00	21%
CONEJOS	NORTH CONEJOS RE-1J	1,043.00	\$21,036,789.00	\$20,169.50	20%	\$12,461.00	70%
CONEJOS	SANFORD 6J	320.50	\$5,152,710.00	\$16,077.10	22%	\$11,368.00	66%
CONEJOS	SOUTH CONEJOS RE-10	256.00	\$22,193,269.00	\$86,692.46	29%	\$11,722.00	76%
COSTILLA	CENTENNIAL R-1	208.50	\$64,224,349.00	\$308,030.45	26%	\$9,728.00	82%
COSTILLA	SIERRA GRANDE R-30	226.50	\$46,928,297.00	\$207,188.95	30%	\$11,981.00	73%
CROWLEY	CROWLEY RE-1-J	462.00	\$33,446,458.00	\$72,394.93	29%	\$12,892.00	68%
CUSTER	CONSOLIDATED C-1	464.50	\$84,884,080.00	\$182,742.91	56%	\$19,604.00	33%
DELTA	DELTA 50(J)	5,033.00	\$402,983,000.00	\$80,068.15	41%	\$17,143.00	42%
DENVER	DENVER 1	66,137.00	\$10,186,126,917.00	\$154,015.56	48%	\$24,101.00	67%
DOLORES	DOLORES COUNTY RE 2	251.50	\$57,297,829.00	\$227,824.37	53%	\$17,119.00	35%
DOUGLAS	DOUGLAS RE 1	51,752.50	\$4,712,352,380.00	\$91,055.55	57%	\$34,803.00	8%
EAGLE	EAGLE RE 50	5,530.00	\$2,933,684,930.00	\$530,503.60	74%	\$33,498.00	33%
ELBERT	ELIZABETH C-1	2,623.00	\$169,152,760.00	\$64,488.28	58%	\$26,260.00	7%
ELBERT	KIOWA C-2	343.00	\$31,295,275.00	\$91,239.87	63%	\$22,945.00	29%
ELBERT	BIG SANDY 100J	276.00	\$16,212,659.00	\$58,741.52	39%	\$16,625.00	51%
ELBERT	ELBERT 200	249.50	\$17,928,365.00	\$71,857.17	66%	\$22,772.00	21%
ELBERT	AGATE 300	55.50	\$12,363,851.00	\$222,772.09	55%	\$17,456.00	52%
EL PASO	CALHAN RJ-1	581.50	\$22,249,177.00	\$38,261.70	43%	\$18,582.00	31%
EL PASO	HARRISON 2	9,848.50	\$581,359,530.00	\$59,030.26	16%	\$16,081.00	69%
EL PASO	WIDFIELD 3	7,898.00	\$310,965,820.00	\$39,372.73	44%	\$17,555.00	28%
EL PASO	FOUNTAIN 8	6,365.00	\$153,879,880.00	\$24,175.94	35%	\$14,818.00	41%
EL PASO	COLORADO SPRINGS 11	27,354.50	\$2,464,841,380.00	\$90,107.35	45%	\$21,112.00	49%

COUNTY	DISTRICT	FY08-09 FTE COUNT	FY08-09 ASSESSED VALUATION	FY08-09 PPAV	MINIMUM DISTRICT MATCH	DISTRICT MEDIAN HOUSEHOLD INCOME FROM 2000 CENSUS	FY08-09 PERCENTAGE OF PUPILS ELIGIBLE FOR FREE OR REDUCED-COST LUNCH
EL PASO	CHEYENNE MOUNTAIN 12	4,383.50	\$369,206,520.00	\$84,226.42	61%	\$40,274.00	11%
EL PASO	MANITOU SPRINGS 14	1,305.00	\$108,977,330.00	\$83,507.53	59%	\$26,995.00	24%
EL PASO	ACADEMY 20	20,670.00	\$1,315,656,650.00	\$63,650.54	52%	\$26,583.00	9%
EL PASO	ELLCOTT 22	772.00	\$30,474,430.00	\$39,474.65	13%	\$15,695.00	61%
EL PASO	PEYTON 23 JT	605.00	\$39,853,754.00	\$65,873.97	46%	\$21,085.00	27%
EL PASO	HANOVER 28	243.50	\$47,320,350.00	\$194,334.09	27%	\$16,168.00	69%
EL PASO	LEWIS-PALMER 38	5,531.00	\$445,806,120.00	\$80,601.36	55%	\$33,575.00	8%
EL PASO	FALCON 49	12,846.50	\$656,524,910.00	\$51,105.35	48%	\$21,406.00	17%
EL PASO	EDISON 54 JT	145.00	\$3,098,019.00	\$21,365.65	34%	\$17,449.00	29%
EL PASO	MIAMI-YODER 60 JT	307.50	\$15,637,047.00	\$50,852.19	13%	\$14,970.00	57%
FREMONT	CANON CITY RE-1	3,717.00	\$220,880,120.00	\$59,424.30	37%	\$17,843.00	39%
FREMONT	FLORENCE RE-2	1,599.50	\$164,796,220.00	\$103,029.83	36%	\$16,953.00	45%
FREMONT	COTOPAXI RE-3	208.00	\$53,120,570.00	\$255,387.36	58%	\$18,924.00	58%
GARFIELD	ROARING FORK RE-1	5,007.00	\$1,068,958,810.00	\$213,492.87	63%	\$25,139.00	30%
GARFIELD	GARFIELD RE-2	4,419.00	\$1,246,174,190.00	\$282,003.66	56%	\$19,036.00	40%
GARFIELD	GARFIELD 16	1,273.50	\$1,213,802,680.00	\$953,123.42	66%	\$18,149.00	36%
GILPIN	GILPIN RE-1	310.00	\$305,857,455.00	\$986,636.95	78%	\$25,150.00	20%
GRAND	WEST GRAND 1-JT	438.50	\$202,214,070.00	\$461,149.53	70%	\$20,617.00	28%
GRAND	EAST GRAND 2	1,349.00	\$662,183,040.00	\$490,869.56	78%	\$26,687.00	17%
GUNNISON	GUNNISON RE1J	1,664.50	\$681,164,783.00	\$409,230.87	71%	\$21,347.00	16%
HINSDALE	HINSDALE RE 1	85.00	\$48,216,000.00	\$567,247.06	81%	\$22,528.00	22%
HUERFANO	HUERFANO RE-1	615.00	\$75,690,770.00	\$123,074.42	29%	\$13,990.00	68%
HUERFANO	LA VETA RE-2	237.50	\$37,540,120.00	\$158,063.66	58%	\$20,864.00	49%
JACKSON	NORTH PARK R-1	191.50	\$30,766,370.00	\$160,659.90	58%	\$17,826.00	46%
JEFFERSON	JEFFERSON R-1	79,906.50	\$7,323,103,780.00	\$91,645.91	56%	\$28,076.00	25%
KIOWA	EADS RE-1	184.00	\$18,419,400.00	\$100,105.43	50%	\$16,073.00	40%
KIOWA	PLAINVIEW RE-2	70.50	\$14,717,160.00	\$208,754.04	54%	\$17,600.00	62%
KIT CARSON	ARRIBA-FLAGLER C-20	153.00	\$17,508,299.00	\$114,433.33	37%	\$16,754.00	47%

COUNTY	DISTRICT	FY08-09 FTE COUNT	FY08-09 ASSESSED VALUATION	FY08-09 PPAV	MINIMUM DISTRICT MATCH	DISTRICT MEDIAN HOUSEHOLD INCOME FROM 2000 CENSUS	FY08-09 PERCENTAGE OF PUPILS ELIGIBLE FOR FREE OR REDUCED-COST LUNCH
KIT CARSON	HI PLAINS R-23	109.00	\$11,053,704.00	\$101,410.13	56%	\$19,590.00	50%
KIT CARSON	STRATTON R-4	175.50	\$12,747,188.00	\$72,633.55	40%	\$16,494.00	54%
KIT CARSON	BETHUNE R-5	116.50	\$13,430,739.00	\$115,285.31	40%	\$15,391.00	66%
KIT CARSON	BURLINGTON RE-6J	693.50	\$67,411,742.00	\$97,205.11	36%	\$17,003.00	54%
LAKE	LAKE R-1	1,077.00	\$94,093,301.00	\$87,366.11	44%	\$18,524.00	64%
LA PLATA	DURANGO 9-R	4,456.50	\$2,028,945,145.00	\$455,277.72	72%	\$22,405.00	27%
LA PLATA	BAYFIELD 10 JT-R	1,291.00	\$382,604,369.00	\$296,362.80	72%	\$20,972.00	19%
LA PLATA	IGNACIO 11 JT	754.50	\$630,748,565.00	\$835,982.19	61%	\$16,306.00	45%
LARIMER	POUDRE R-1	24,260.50	\$2,316,956,729.00	\$95,503.26	54%	\$23,146.00	24%
LARIMER	THOMPSON R-2J	14,333.00	\$1,319,489,370.00	\$92,059.54	56%	\$23,661.00	28%
LARIMER	ESTES PARK R-3	1,113.50	\$342,136,010.00	\$307,261.80	75%	\$31,166.00	29%
LAS ANIMAS	TRINIDAD 1	1,499.50	\$150,397,400.00	\$100,298.37	40%	\$16,898.00	60%
LAS ANIMAS	PRIMERO 2	191.50	\$415,227,590.00	\$2,168,290.29	65%	\$18,221.00	44%
LAS ANIMAS	HOEHNE 3	311.00	\$45,533,070.00	\$146,408.59	60%	\$16,839.00	24%
LAS ANIMAS	AGUILAR 6	115.00	\$53,359,270.00	\$463,993.65	41%	\$12,776.00	72%
LAS ANIMAS	BRANSON 82	28.50	\$11,031,330.00	\$387,064.21	62%	\$13,991.00	26%
LAS ANIMAS	KIM 88	55.50	\$15,519,870.00	\$279,637.30	66%	\$25,582.00	59%
LINCOLN	GENOA-HUGO C113	160.00	\$21,757,553.00	\$135,984.71	42%	\$16,098.00	46%
LINCOLN	LIMON RE-4J	452.00	\$39,194,631.00	\$86,713.79	36%	\$14,859.00	40%
LINCOLN	KARVAL RE-23	50.50	\$4,162,599.00	\$82,427.70	57%	\$16,991.00	25%
LOGAN	VALLEY RE-1	2,244.50	\$162,422,110.00	\$72,364.50	32%	\$16,934.00	43%
LOGAN	FRENCHMAN RE-3	171.00	\$9,242,740.00	\$54,051.11	31%	\$14,000.00	39%
LOGAN	BUFFALO RE-4	287.00	\$13,179,698.00	\$45,922.29	29%	\$16,122.00	30%
LOGAN	PLATEAU RE-5	150.50	\$45,361,800.00	\$301,407.31	59%	\$16,006.00	38%
MESA	DEBEQUE 49JT	134.50	\$210,769,930.00	\$1,567,062.68	62%	\$15,644.00	39%
MESA	PLATEAU VALLEY 50	477.50	\$147,593,530.00	\$309,096.40	76%	\$18,515.00	10%
MESA	MESA VALLEY 51	20,707.00	\$1,671,286,730.00	\$80,711.20	43%	\$18,745.00	39%
MINERAL	CREEDE 1	104.50	\$30,386,390.00	\$290,778.85	78%	\$24,475.00	29%

COUNTY	DISTRICT	FY08-09 FTE COUNT	FY08-09 ASSESSED VALUATION	FY08-09 PPAV	MINIMUM DISTRICT MATCH	DISTRICT MEDIAN HOUSEHOLD INCOME FROM 2000 CENSUS	FY08-09 PERCENTAGE OF PUPILS ELIGIBLE FOR FREE OR REDUCED-COST LUNCH
MOFFAT	MOFFAT COUNTY RE:NO 1	2,169.50	\$443,165,070.00	\$204,270.60	60%	\$18,540.00	31%
MONTEZUMA	MONTEZUMA-CORTEZ RE-1	2,887.50	\$333,622,100.00	\$115,540.12	47%	\$16,458.00	52%
MONTEZUMA	DOLORES RE-4A	663.50	\$56,008,700.00	\$84,414.02	50%	\$18,301.00	38%
MONTEZUMA	MANCOS RE-6	352.50	\$47,735,740.00	\$135,420.54	53%	\$18,749.00	54%
MONTROSE	MONTROSE RE-1J	6,010.50	\$539,295,585.00	\$89,725.58	44%	\$17,463.00	55%
MONTROSE	WEST END RE-2	298.00	\$41,495,458.00	\$139,246.50	44%	\$14,061.00	51%
MORGAN	BRUSH RE-2(J)	1,413.00	\$155,051,691.00	\$109,732.27	31%	\$15,009.00	53%
MORGAN	FT. MORGAN RE-3	2,941.50	\$189,333,030.00	\$64,366.15	19%	\$15,789.00	67%
MORGAN	WELDON VALLEY RE-20(J)	192.00	\$12,665,290.00	\$65,965.05	37%	\$16,196.00	35%
MORGAN	WIGGINS RE-50(J)	483.00	\$40,433,930.00	\$83,714.14	26%	\$14,835.00	47%
OTERO	EAST OTERO R-1	1,302.50	\$54,513,872.00	\$41,853.26	14%	\$15,106.00	65%
OTERO	ROCKY FORD R-2	762.50	\$27,886,081.00	\$36,571.91	23%	\$13,974.00	75%
OTERO	MANZANOLA 3J	163.50	\$5,931,292.00	\$36,277.02	21%	\$12,300.00	77%
OTERO	FOWLER R-4J	390.50	\$15,860,349.00	\$40,615.49	27%	\$17,716.00	49%
OTERO	CHERAW 31	187.50	\$3,953,037.00	\$21,082.86	27%	\$13,532.00	56%
OTERO	SWINK 33	362.00	\$14,286,267.00	\$39,464.83	33%	\$18,484.00	34%
OURAY	OURAY R-1	226.00	\$61,160,095.00	\$270,619.89	75%	\$25,149.00	29%
OURAY	RIDGWAY R-2	335.00	\$128,098,239.00	\$382,382.80	73%	\$24,127.00	20%
PARK	PLATTE CANYON 1	1,163.00	\$131,410,592.00	\$112,992.77	66%	\$25,795.00	21%
PARK	PARK RE-2	498.50	\$285,774,043.00	\$573,267.89	75%	\$23,678.00	38%
PHILLIPS	HOLYOKE RE-1J	548.00	\$45,603,920.00	\$83,218.83	43%	\$16,316.00	42%
PHILLIPS	HAXTUN RE-2J	254.00	\$24,866,485.00	\$97,899.55	54%	\$16,664.00	32%
PITKIN	ASPEN 1	1,570.50	\$2,552,953,670.00	\$1,625,567.44	88%	\$44,291.00	6%
PROWERS	GRANADA RE-1	232.50	\$10,259,410.00	\$44,126.49	27%	\$10,864.00	55%
PROWERS	LAMAR RE-2	1,515.50	\$85,567,890.00	\$56,461.82	20%	\$14,253.00	65%
PROWERS	HOLLY RE-3	262.00	\$16,135,130.00	\$61,584.47	32%	\$15,104.00	65%
PROWERS	WILEY RE-13 JT	226.50	\$12,489,538.00	\$55,141.45	39%	\$16,887.00	51%
PUEBLO	PUEBLO CITY 60	16,561.00	\$755,290,040.00	\$45,606.55	16%	\$16,188.00	68%

COUNTY	DISTRICT	FY08-09 FTE COUNT	FY08-09 ASSESSED VALUATION	FY08-09 PPAV	MINIMUM DISTRICT MATCH	DISTRICT MEDIAN HOUSEHOLD INCOME FROM 2000 CENSUS	FY08-09 PERCENTAGE OF PUPILS ELIGIBLE FOR FREE OR REDUCED-COST LUNCH
PUEBLO	PUEBLO RURAL 70	8,390.00	\$488,082,353.00	\$58,174.30	37%	\$20,304.00	35%
RIO BLANCO	MEEKER RE1	642.50	\$377,250,110.00	\$587,159.70	67%	\$17,370.00	20%
RIO BLANCO	RANGELY RE-4	455.00	\$443,833,070.00	\$975,457.30	73%	\$17,295.00	15%
RIO GRANDE	DEL NORTE C-7	546.50	\$96,878,960.00	\$177,271.66	46%	\$17,406.00	65%
RIO GRANDE	MONTE VISTA C-8	1,003.50	\$47,127,870.00	\$46,963.50	11%	\$14,381.00	64%
RIO GRANDE	SARGENT RE-33J	448.00	\$26,364,951.00	\$58,850.34	25%	\$15,090.00	45%
ROUTT	HAYDEN RE-1	416.50	\$94,136,188.00	\$226,017.26	71%	\$19,148.00	29%
ROUTT	STEAMBOAT SPRINGS RE-2	2,074.00	\$890,536,842.00	\$429,381.31	84%	\$31,666.00	8%
ROUTT	SOUTH ROUTT RE 3	380.00	\$113,934,300.00	\$299,827.11	65%	\$23,598.00	30%
SAGUACHE	MOUNTAIN VALLEY RE 1	114.50	\$15,947,420.00	\$139,278.78	38%	\$15,006.00	82%
SAGUACHE	MOFFAT 2	191.00	\$24,710,377.00	\$129,373.70	38%	\$16,643.00	51%
SAGUACHE	CENTER 26 JT	532.00	\$23,206,925.00	\$43,622.04	21%	\$11,873.00	89%
SAN JUAN	SILVERTON 1	60.50	\$55,547,330.00	\$918,137.69	60%	\$17,584.00	61%
SAN MIGUEL	TELLURIDE R-1	668.00	\$779,024,260.00	\$1,166,203.98	87%	\$39,297.00	16%
SAN MIGUEL	NORWOOD R-2J	272.00	\$118,686,456.00	\$436,347.26	72%	\$20,097.00	35%
SEDGWICK	JULESBURG RE-1	244.50	\$27,603,876.00	\$112,899.29	60%	\$15,584.00	18%
SEDGWICK	PLATTE VALLEY RE-3	109.50	\$29,609,560.00	\$270,406.94	49%	\$16,989.00	72%
SUMMIT	SUMMIT RE-1	2,831.50	\$1,576,547,460.00	\$556,788.79	79%	\$28,679.00	28%
TELLER	CRIPPLE CREEK-VICTOR RE-1	406.00	\$204,535,430.00	\$503,781.85	57%	\$22,137.00	55%
TELLER	WOODLAND PARK RE-2	2,682.50	\$263,835,463.00	\$98,354.32	60%	\$23,726.00	23%
WASHINGTON	AKRON R-1	374.00	\$35,263,651.00	\$94,287.84	48%	\$16,042.00	44%
WASHINGTON	ARICKAREE R-2	103.00	\$36,639,608.00	\$355,724.35	70%	\$20,965.00	41%
WASHINGTON	OTIS R-3	169.00	\$13,568,089.00	\$80,284.55	50%	\$20,463.00	32%
WASHINGTON	LONE STAR 101	93.00	\$3,930,498.00	\$42,263.42	56%	\$21,513.00	32%
WASHINGTON	WOODLIN R-104	83.00	\$19,627,070.00	\$236,470.72	56%	\$16,788.00	49%
WELD	GILCREST RE-1	1,726.50	\$655,842,950.00	\$379,868.49	60%	\$17,421.00	49%
WELD	EATON RE-2	1,650.50	\$201,115,270.00	\$121,851.12	66%	\$22,424.00	27%
WELD	KEENESBURG RE-3(J)	1,997.00	\$303,690,640.00	\$152,073.43	42%	\$17,920.00	44%

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WELD	WINDSOR RE-4	3,703.50	\$431,823,420.00	\$116,598.74	57%	\$24,065.00	18%
WELD	JOHNSTOWN-MILLIKEN RE-5J	2,811.50	\$251,977,605.00	\$89,623.90	49%	\$20,030.00	29%
WELD	GREELEY 6	17,713.00	\$1,024,847,660.00	\$57,858.50	29%	\$17,556.00	53%
WELD	PLATTE VALLEY RE-7	1,105.50	\$437,639,210.00	\$395,874.45	61%	\$17,977.00	37%
WELD	FT. LUPTON RE-8	2,142.50	\$301,237,040.00	\$140,600.72	49%	\$17,697.00	57%
WELD	AULT-HIGHLAND RE-9	831.50	\$143,473,590.00	\$172,547.91	54%	\$17,992.00	48%
WELD	BRIGGSDALE RE-10	138.50	\$21,894,310.00	\$158,081.66	48%	\$21,828.00	36%
WELD	PRAIRIE RE-11	145.00	\$20,066,950.00	\$138,392.76	53%	\$14,998.00	33%
WELD	PAWNEE RE-12	100.00	\$42,364,010.00	\$423,640.10	58%	\$13,543.00	31%
YUMA	YUMA 1	760.50	\$143,380,600.00	\$188,534.65	43%	\$15,166.00	45%
YUMA	WRAY RD-2	618.00	\$127,307,750.00	\$205,999.60	45%	\$16,822.00	47%
YUMA	IDALIA RJ-3	130.00	\$25,424,856.00	\$195,575.82	50%	\$16,822.00	63%
YUMA	LIBERTY J-4	78.50	\$13,439,618.00	\$171,205.32	54%	\$15,166.00	35%

**FY2010-11 BUILDING EXCELLENT SCHOOLS TODAY
APPLICANT DATA**

SCHOOL DISTRICT BOND HISTORY



**DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION
ASSISTANCE**

JUNE 2010

BEST FY10-11 DISTRICT DATA

District Bond History thru FY08-09

COUNTY	DISTRICT	BOND DEBT APPROVED 1999 thru 2008	YEAR BOND ELECTION PASSED 1999 thru 2008	BOND DEBT FAILED 1999 thru 2008	YEAR BOND ELECTION FAILED 1999 THRU 2008	BONDED DEBT FY08-09	TOTAL BONDING CAPACITY FY08-09	% OF BONDING CAPACITY USED	BOND MILL LEVY FY08-09
ADAMS	MAPLETON 1			\$70,000,000	07	\$12,860,000	\$95,426,582	13%	3.638
ADAMS	ADAMS 12	\$360,000,000	00, 04	\$260,000,000	99,08	\$413,156,066	\$356,596,384	116%	22.765
ADAMS	ADAMS 14	\$78,000,000	06	\$98,610,000	02, 03	\$92,630,000	\$111,694,224	83%	11.475
ADAMS	BRIGHTON 27J	\$167,400,000	00, 04,06	\$241,500,000	03,05,08	\$181,940,000	\$159,606,966	114%	18
ADAMS	BENNETT 29J	\$9,875,000	04			\$10,325,000	\$16,314,820	63%	10.971
ADAMS	STRASBURG 31J	\$11,575,000	00,05			\$10,810,000	\$10,122,896	107%	17.451
ADAMS	WESTMINSTER 50	\$98,600,000	06			\$104,535,000	\$110,392,378	95%	14.75
ALAMOSA	ALAMOSA RE-11J	\$12,000,000	08			\$6,105,000	\$21,844,542	28%	7.782
ALAMOSA	SANGRE DE CRISTO RE-22J	\$4,000,000	08			\$0	\$4,277,239	0%	0
ARAPAHOE	ENGLEWOOD 1					\$25,322,550	\$84,154,180	30%	7.631
ARAPAHOE	SHERIDAN 2	\$12,865,000	06			\$21,040,000	\$30,483,718	69%	10.099
ARAPAHOE	CHERRY CREEK 5	\$543,050,000	99, 03, 08			\$373,580,000	\$906,296,358	41%	9.932
ARAPAHOE	LITTLETON 6	\$85,440,000	02			\$106,440,000	\$260,284,452	41%	8.019
ARAPAHOE	DEER TRAIL 26J					\$0	\$4,257,346	0%	0
ARAPAHOE	ADAMS-ARAPAHOE 28-J	\$440,000,000	02,08			\$212,925,000	\$375,040,528	57%	15
ARAPAHOE	BYERS 32J					\$2,225,000	\$7,284,594	31%	8.5
ARCHULETA	ARCHULETA 50 JT					\$9,426,987	\$67,986,183	14%	2.798
BACA	WALSH RE-1					\$0	\$5,662,452	0%	0
BACA	PRITCHETT RE-3					\$0	\$1,785,531	0%	0
BACA	SPRINGFIELD RE-4					\$0	\$3,842,065	0%	0
BACA	VILAS RE-5					\$0	\$1,241,556	0%	0
BACA	CAMPO RE-6					\$0	\$2,131,538	0%	0
BENT	LAS ANIMAS RE-1	\$2,500,000	01	\$4,825,000	99	\$2,005,000	\$9,127,707	22%	4.067

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BENT	MCCLAVE RE-2					\$0	\$3,034,975	0%	0
BOULDER	ST VRAIN RE 1J	\$401,900,000	02,08	\$353,075,000	01	\$299,035,000	\$450,798,511	66%	13.87
BOULDER	BOULDER RE 2	\$296,800,000	06			\$230,175,000	\$936,321,526	25%	5.429
CHAFFEE	BUENA VISTA R-31			\$22,000,000	08	\$4,750,000	\$33,580,194	14%	3.959
CHAFFEE	SALIDA R-32			\$25,000,000	08	\$4,830,000	\$34,862,320	14%	3.491
CHEYENNE	KIT CARSON R-1					\$0	\$11,004,496	0%	0
CHEYENNE	CHEYENNE RE-5	\$10,000,000	01	\$13,000,000	99	\$5,845,000	\$18,799,738	31%	8.41
CLEAR CREEK	CLEAR CREEK RE-1	\$18,500,000	99			\$19,380,000	\$87,060,662	22%	4.894
CONEJOS	NORTH CONEJOS RE-1J					\$1,135,000	\$4,207,358	27%	2.15
CONEJOS	SANFORD 6J					\$0	\$1,030,542	0%	0
CONEJOS	SOUTH CONEJOS RE-10					\$0	\$4,438,654	0%	0
COSTILLA	CENTENNIAL R-1	\$7,000,000	07			\$7,000,000	\$12,844,870	54%	9.653
COSTILLA	SIERRA GRANDE R-30					\$1,880,000	\$9,385,659	20%	6.3
CROWLEY	CROWLEY RE-1-J					\$0	\$6,689,292	0%	0
CUSTER	CONSOLIDATED C-1	\$5,740,000	00, 04	\$11,500,000	99,00,02	\$5,010,000	\$16,976,816	30%	5.14
DELTA	DELTA 50(J)	\$25,525,000	02	\$49,900,000	08	\$22,825,000	\$80,596,600	28%	5.06
DENVER	DENVER 1	\$764,800,000	03,08			\$1,287,437,092	\$2,037,225,383	63%	6.193
DOLORES	DOLORES COUNTY RE 2	\$4,400,000	2000	\$5,500,000	99	\$3,880,000	\$11,459,566	34%	6.107
DOUGLAS	DOUGLAS RE 1	\$478,000,000	00, 03,06	\$395,000,000	08	\$637,134,744	\$942,470,476	68%	13.906
EAGLE	EAGLE RE 50	\$128,370,000	06			\$182,640,000	\$586,736,986	31%	5.218
ELBERT	ELIZABETH C-1					\$15,950,000	\$33,830,552	47%	10.174
ELBERT	KIOWA C-2					\$1,205,000	\$6,259,055	19%	4.75
ELBERT	BIG SANDY 100J					\$0	\$3,242,532	0%	0
ELBERT	ELBERT 200					\$0	\$3,585,673	0%	0
ELBERT	AGATE 300			\$1,850,000	03	\$0	\$2,472,770	0%	0
EL PASO	CALHAN RJ-1					\$775,000	\$4,449,835	17%	6.53

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EL PASO	HARRISON 2	\$60,000,000	01			\$73,780,000	\$116,271,906	63%	12.5
EL PASO	WIDEFIELD 3					\$12,827,194	\$62,193,164	21%	5.844
EL PASO	FOUNTAIN 8					\$0	\$30,775,976	0%	0
EL PASO	COLORADO SPRINGS 11	\$131,700,000	04	\$96,700,000	02	\$199,124,973	\$492,968,276	40%	6.56
EL PASO	CHEYENNE MOUNTAIN 12	\$24,250,000	99, 03			\$30,953,531	\$73,841,304	42%	9.352
EL PASO	MANITOU SPRINGS 14	\$8,500,000	2000			\$8,040,000	\$21,795,466	37%	7.608
EL PASO	ACADEMY 20	\$163,000,000	01			\$203,523,258	\$263,131,330	77%	21.042
EL PASO	ELLCOTT 22	\$3,935,000	99			\$3,130,000	\$6,094,886	51%	18.5
EL PASO	PEYTON 23 JT	\$4,100,000	03			\$4,235,000	\$7,970,751	53%	12.541
EL PASO	HANOVER 28	\$10,400,000	02			\$9,088,914	\$9,464,070	96%	17
EL PASO	LEWIS-PALMER 38	\$80,000,000	99,06	\$63,295,000	04,04	\$86,779,957	\$89,161,224	97%	13.798
EL PASO	FALCON 49	\$28,000,000	01			\$53,150,000	\$131,304,982	40%	11.212
EL PASO	EDISON 54 JT	\$450,000	07			\$450,000	\$619,604	73%	11.7
EL PASO	MIAMI-YODER 60 JT	\$2,000,000	07			\$2,745,000	\$3,127,409	88%	17.8
FREMONT	CANON CITY RE-1	\$26,000,000	03			\$23,470,000	\$44,176,024	53%	9.08
FREMONT	FLORENCE RE-2	\$22,000,000	03			\$20,115,000	\$32,959,244	61%	11.65
FREMONT	COTOPAXI RE-3					\$715,000	\$10,624,114	7%	2.013
GARFIELD	ROARING FORK RE-1	\$86,000,000	04			\$111,879,984	\$213,791,762	52%	8.263
GARFIELD	GARFIELD RE-2	\$74,900,000	06			\$104,985,000	\$249,234,838	42%	7.541
GARFIELD	GARFIELD 16	\$49,450,000	00,06			\$44,765,000	\$242,760,536	18%	4.144
GILPIN	GILPIN RE-1					\$10,730,000	\$61,171,491	18%	6.392
GRAND	WEST GRAND 1-JT	\$11,500,000	06	\$13,100,000	05	\$11,110,000	\$40,442,814	27%	4.818
GRAND	EAST GRAND 2	\$28,050,000	04, 07	\$21,150,000	03,03	\$39,130,000	\$132,436,608	30%	4.7
GUNNISON	GUNNISON RE1J	\$55,000,000	08			\$11,250,000	\$136,232,957	8%	7.45
HINSDALE	HINSDALE RE 1	\$1,100,000	01			\$935,000	\$9,643,200	10%	1.943
HUERFANO	HUERFANO RE-1	\$5,750,000	02			\$4,780,000	\$15,138,154	32%	5.3

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HUERFANO	LA VETA RE-2	\$1,000,000	02			\$860,000	\$7,508,024	11%	2.45
JACKSON	NORTH PARK R-1					\$0	\$6,153,274	0%	0
JEFFERSON	JEFFERSON R-1	\$323,800,000	04	\$350,000,000	08	\$651,955,000	\$1,464,620,756	45%	11.25
KIOWA	EADS RE-1					\$0	\$3,683,880	0%	0
KIOWA	PLAINVIEW RE-2					\$0	\$2,943,432	0%	0
KIT CARSON	ARRIBA-FLAGLER C-20	\$1,500,000	99	\$1,000,000	99	\$1,170,000	\$3,501,660	33%	7.8
KIT CARSON	HI PLAINS R-23					\$0	\$2,210,741	0%	0
KIT CARSON	STRATTON R-4					\$0	\$2,549,438	0%	0
KIT CARSON	BETHUNE R-5					\$0	\$2,686,148	0%	0
KIT CARSON	BURLINGTON RE-6J					\$4,660,000	\$13,482,348	35%	8.14
LAKE	LAKE R-1	\$2,000,000	03	\$2,500,000	08	\$630,000	\$18,818,660	3%	1.86
LA PLATA	DURANGO 9-R	\$84,500,000	02			\$93,745,000	\$405,789,029	23%	5.548
LA PLATA	BAYFIELD 10 JT-R					\$14,360,000	\$76,520,874	19%	5.269
LA PLATA	IGNACIO 11 JT					\$0	\$126,149,713	0%	0
LARIMER	POUDRE R-1	\$175,000,000	2000			\$224,369,466	\$463,391,346	48%	12.605
LARIMER	THOMPSON R-2J	\$89,215,000	05			\$128,404,737	\$263,897,874	49%	8.668
LARIMER	ESTES PARK R-3	\$22,400,000	06			\$24,660,000	\$68,427,202	36%	4.972
LAS ANIMAS	TRINIDAD 1	\$7,175,000	2000	\$2,400,000	07	\$5,495,000	\$30,079,480	18%	3.837
LAS ANIMAS	PRIMERO 2	\$10,700,000	07			\$10,700,000	\$83,045,518	13%	3.612
LAS ANIMAS	HOEHNE 3					\$1,160,000	\$9,106,614	13%	4.3
LAS ANIMAS	AGUILAR 6	\$900,000	01	\$1,945,000	2000	\$720,000	\$10,671,854	7%	1.629
LAS ANIMAS	BRANSON 82					\$0	\$2,206,266	0%	0
LAS ANIMAS	KIM 88					\$0	\$3,103,974	0%	0
LINCOLN	GENOA-HUGO C113					\$1,115,000	\$4,351,511	26%	6.315
LINCOLN	LIMON RE-4J	\$2,490,000	99			\$2,225,000	\$7,838,926	28%	5.508
LINCOLN	KARVAL RE-23					\$0	\$832,520	0%	0

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LOGAN	VALLEY RE-1	\$23,700,000	05			\$23,159,990	\$32,484,422	71%	10.816
LOGAN	FRENCHMAN RE-3	\$425,000	05			\$391,069	\$1,848,548	21%	4.82
LOGAN	BUFFALO RE-4	\$2,200,000	07			\$2,000,000	\$2,635,940	76%	12.728
LOGAN	PLATEAU RE-5					\$1,110,000	\$9,072,360	12%	0
MESA	DEBEQUE 49JT					\$2,335,000	\$42,153,986	6%	1.49
MESA	PLATEAU VALLEY 50	\$3,900,000	04			\$3,465,000	\$29,518,706	12%	2.38
MESA	MESA VALLEY 51	\$109,000,000	04	\$184,935,000	08	\$130,470,000	\$334,257,346	39%	7.215
MINERAL	CREEDE 1					\$0	\$6,077,278	0%	0
MOFFAT	MOFFAT COUNTY RE:NO 1	\$29,500,000	07			\$29,500,000	\$88,633,014	33%	5.454
MONTEZUMA	MONTEZUMA-CORTEZ RE-1					\$0	\$66,724,420	0%	0
MONTEZUMA	DOLORES RE-4A					\$2,600,000	\$11,201,740	23%	4.978
MONTEZUMA	MANCOS RE-6					\$690,000	\$9,547,148	7%	2.568
MONTROSE	MONTROSE RE-1J	\$23,000,000	02	\$13,000,000	99	\$9,210,000	\$107,859,117	9%	1.562
MONTROSE	WEST END RE-2					\$0	\$8,299,092	0%	0
MORGAN	BRUSH RE-2(J)	\$13,500,000	03	\$1,300,000	07	\$12,685,000	\$31,010,338	41%	7.186
MORGAN	FT. MORGAN RE-3	\$9,000,000	04			\$19,010,000	\$37,866,606	50%	10.18
MORGAN	WELDON VALLEY RE-20(J)	\$1,000,000	03			\$870,000	\$2,533,058	34%	7.4
MORGAN	WIGGINS RE-50(J)	\$4,935,000	01			\$4,100,000	\$8,086,786	51%	9.821
OTERO	EAST OTERO R-1	\$4,300,000	08	\$4,000,000	03	\$3,240,000	\$10,902,774	30%	10.801
OTERO	ROCKY FORD R-2					\$0	\$5,577,216	0%	0
OTERO	MANZANOLA 3J					\$0	\$1,186,258	0%	0
OTERO	FOWLER R-4J	\$2,100,000	01			\$1,690,000	\$3,172,070	53%	10.991
OTERO	CHERAW 31					\$0	\$790,607	0%	0
OTERO	SWINK 33	\$2,500,000	07			\$2,562,982	\$2,857,253	90%	13.308
OURAY	OURAY R-1			\$4,900,000	05	\$1,325,000	\$12,232,019	11%	3.063
OURAY	RIDGWAY R-2	\$9,950,000	03,08			\$7,515,000	\$25,619,648	29%	6.5

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PARK	PLATTE CANYON 1			\$6,890,000	01	\$10,475,000	\$26,282,118	40%	6.088
PARK	PARK RE-2					\$4,440,000	\$57,154,809	8%	2.45
PHILLIPS	HOLYOKE RE-1J					\$2,065,000	\$9,120,784	23%	4.25
PHILLIPS	HAXTUN RE-2J			\$1,055,000	07	\$0	\$4,973,297	0%	0
PITKIN	ASPEN 1	\$85,900,000	00,05,08			\$64,875,000	\$510,590,734	13%	2.63
PROWERS	GRANADA RE-1					\$0	\$2,051,882	0%	0
PROWERS	LAMAR RE-2	\$5,015,000	02			\$4,045,000	\$17,113,578	24%	5.609
PROWERS	HOLLY RE-3					\$0	\$3,227,026	0%	0
PROWERS	WILEY RE-13 JT			\$900,000	99	\$0	\$2,497,908	0%	0
PUEBLO	PUEBLO CITY 60	\$98,500,000	02			\$84,455,000	\$151,058,008	56%	10.851
PUEBLO	PUEBLO RURAL 70	\$56,300,000	99, 02			\$60,507,075	\$97,616,471	62%	13.75
RIO BLANCO	MEEKER RE1	\$24,000,000	08			\$0	\$75,450,022	0%	5.96
RIO BLANCO	RANGELY RE-4	\$15,000,000	08			\$1,185,000	\$88,766,614	1%	4.126
RIO GRANDE	DEL NORTE C-7					\$2,550,000	\$19,375,792	13%	4.152
RIO GRANDE	MONTE VISTA C-8	\$8,400,000	08			\$975,000	\$9,425,574	10%	14.1
RIO GRANDE	SARGENT RE-33J	\$5,400,000	03,08			\$305,000	\$5,272,990	6%	8.816
ROUTT	HAYDEN RE-1					\$0	\$18,827,238	0%	0
ROUTT	STEAMBOAT SPRINGS RE-2	\$29,685,000	06			\$44,730,000	\$178,107,368	25%	3.995
ROUTT	SOUTH ROUTT RE 3	\$10,520,000	00, 07			\$8,860,000	\$22,786,860	39%	7.591
SAGUACHE	MOUNTAIN VALLEY RE 1					\$0	\$3,189,484	0%	0
SAGUACHE	MOFFAT 2					\$890,000	\$4,942,075	18%	7.7
SAGUACHE	CENTER 26 JT					\$0	\$4,641,385	0%	0
SAN JUAN	SILVERTON 1					\$0	\$11,109,466	0%	0
SAN MIGUEL	TELLURIDE R-1	\$10,000,000	02	\$18,000,000	08	\$15,625,000	\$155,804,852	10%	3.33
SAN MIGUEL	NORWOOD R-2J					\$3,175,000	\$23,737,291	13%	0
SEDGWICK	JULESBURG RE-1					\$0	\$5,520,775	0%	0

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SEDGWICK	PLATTE VALLEY RE-3					\$0	\$5,921,912	0%	0
SUMMIT	SUMMIT RE-1	\$32,575,000	04			\$66,675,000	\$315,309,492	21%	4.653
TELLER	CRIPPLE CREEK-VICTOR RE-1	\$10,900,000	07	\$23,670,000	04,05,05	\$3,480,000	\$40,907,086	9%	4.9
TELLER	WOODLAND PARK RE-2	\$14,600,000	03	\$14,600,000	02	\$19,825,000	\$52,767,093	38%	7.577
WASHINGTON	AKRON R-1					\$0	\$7,052,730	0%	0
WASHINGTON	ARICKAREE R-2					\$0	\$7,327,922	0%	0
WASHINGTON	OTIS R-3					\$565,000	\$2,713,618	21%	7
WASHINGTON	LONE STAR 101					\$0	\$786,100	0%	0
WASHINGTON	WOODLIN R-104					\$0	\$3,925,414	0%	0
WELD	GILCREST RE-1					\$0	\$131,168,590	0%	0
WELD	EATON RE-2	\$10,000,000	01			\$9,465,000	\$40,223,054	24%	4.741
WELD	KEENESBURG RE-3(J)	\$43,300,000	99, 04	\$29,000,000	02,08	\$35,719,975	\$60,738,128	59%	10.453
WELD	WINDSOR RE-4	\$69,100,000	01,07			\$70,400,000	\$86,364,684	82%	15.854
WELD	JOHNSTOWN-MILLIKEN RE-5	\$15,900,000	03			\$20,655,000	\$50,395,521	41%	10.332
WELD	GREELEY 6	\$60,000,000	01			\$97,650,000	\$204,969,532	48%	9.499
WELD	PLATTE VALLEY RE-7	\$4,300,000	05	\$1,355,000	05	\$10,680,000	\$87,527,842	12%	4.8
WELD	FT. LUPTON RE-8	\$12,200,000	01			\$10,155,000	\$60,247,408	17%	3.094
WELD	AULT-HIGHLAND RE-9			\$1,500,000	05	\$3,910,000	\$28,694,718	14%	3.333
WELD	BRIGGS DALE RE-10	\$5,100,000	05,05			\$4,690,000	\$4,378,862	107%	18.642
WELD	PRAIRIE RE-11	\$0				\$0	\$4,013,390	0%	0
WELD	PAWNEE RE-12					\$510,000	\$8,472,802	6%	1.961
YUMA	YUMA 1	\$9,125,000	03			\$8,897,500	\$28,676,120	31%	5.687
YUMA	WRAY RD-2	\$7,790,000	05			\$7,190,000	\$25,461,550	28%	6.951
YUMA	IDALIA RJ-3					\$0	\$5,084,971	0%	0
YUMA	LIBERTY J-4					\$67,500	\$2,687,924	3%	1.757

**FY2010-11 BUILDING EXCELLENT SCHOOLS TODAY
APPLICANT DATA**

**CHARTER SCHOOL MINIMUM MATCH, PERCENTAGE OF FREE AND
REDUCED LUNCH, ALLOCATION FROM STATE EDUCATION FUND FOR
CAPITAL CONSTRUCTION, FUND BALANCE**



**DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION
ASSISTANCE**

JUNE 2010

BEST FY10-11 CHARTER SCHOOL DATA

Charter School Data

COUNTY	DISTRICT	CHARTER SCHOOL	FY0809 FTE COUNT	MINIMUM CHARTER MATCH	FY 08-09 % OF PUPILS ELIGIBLE FOR FREE AND REDUCED- COST	MINIMUM FY08-09 PER PUPIL REVENUE CREDITED TO CAPITAL RESERVE	FY08-09 STATE AID FOR CAPITAL CONSTRUCTION	CHARTER FUND BALANCE FY 07-08
ADAMS	ADAMS 12 FIVE STAR SCHOOLS	ACADEMY OF CHARTER SCHOOLS	1125	95%	16.62%	\$335,250	\$117,451.34	\$3,321,149.61
ADAMS	ADAMS 12 FIVE STAR SCHOOLS	COLORADO VIRTUAL ACADEMY (COVA)	4501	55%	15.71%	\$1,341,298	\$0.00	
ADAMS	ADAMS 12 FIVE STAR SCHOOLS	NEW AMERICA SCHOOL	256	30%	25.73%	\$76,288	\$13,057.31	
ADAMS	ADAMS 12 FIVE STAR SCHOOLS	STARGATE CHARTER SCHOOL	616	95%	4.22%	\$183,568	\$63,212.44	\$1,269,509.79
ADAMS	BENNETT 29J	CORRIDOR COMMUNITY ACADEMY	96	40%	1.04%	\$28,608	\$9,177.73	\$153,943.26
ADAMS	BRIGHTON 27J	BELLE CREEK CHARTER SCHOOL	681	85%	31.13%	\$202,938	\$68,585.82	\$856,640.54
ADAMS	BRIGHTON 27J	BRIGHTON CHARTER SCHOOL	225	35%	29.33%	\$67,050	\$23,804.07	\$425,217.59
ADAMS	BRIGHTON 27J	BROMLEY EAST CHARTER SCHOOL	809	95%	18.17%	\$241,082	\$82,556.61	\$1,187,108.03
ADAMS	STRASBURG 31J	PRAIRIE CREEK CHARTER SCHOOL	6	13%	16.67%	\$1,788	\$322.40	\$66,023.39
ADAMS	WESTMINSTER 50	CROWN POINTE CHARTER ACADEMY	304	45%	31.25%	\$90,592	\$30,413.33	\$1,208,861.44
ARAPAHOE	ADAMS-ARAPAHOE 28J	AURORA ACADEMY CHARTER SCHOOL	488	75%	27.87%	\$145,424	\$50,187.37	\$986,350.79
ARAPAHOE	ADAMS-ARAPAHOE 28J	NEW AMERICA SCHOOL	482	60%	75.10%	\$143,636	\$50,993.38	\$88,884.00
ARAPAHOE	CHERRY CREEK 5	CHERRY CREEK CHARTER ACADEMY	473	95%	0.00%	\$140,954	\$47,532.92	\$1,706,567.00
ARAPAHOE	LITTLETON 6	LITTLETON ACADEMY	462	90%	3.68%	\$137,676	\$47,393.21	\$1,581,602.14
ARAPAHOE	LITTLETON 6	LITTLETON PREP CHARTER SCHOOL	513	85%	15.20%	\$152,874	\$52,282.99	\$938,493.41
BOULDER	BOULDER VALLEY RE 2	BOULDER PREP CHARTER HIGH SCHOOL	131	15%	42.75%	\$39,038	\$13,379.72	\$104,886.00

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BOULDER	BOULDER VALLEY RE 2	HORIZONS K-8 ALTERNATIVE CHARTER SCHOOL	324	60%	3.09%	\$96,552	\$16,544.64	\$453,550.00
BOULDER	BOULDER VALLEY RE 2	PEAK TO PEAK CHARTER SCHOOL	1405	95%	5.20%	\$418,690	\$147,101.65	\$6,939,431.00
BOULDER	BOULDER VALLEY RE 2	SUMMIT MIDDLE CHARTER SCHOOL	319	55%	3.76%	\$95,062	\$17,141.08	\$442,285.00
BOULDER	ST VRAIN VALLEY RE 1J	CARBON VALLEY CHARTER SCHOOL	482	80%	6.22%	\$143,636	\$40,526.03	\$422,965.26
BOULDER	ST VRAIN VALLEY RE 1J	TWIN PEAKS CHARTER ACADEMY	583	65%	16.81%	\$173,734	\$29,838.38	\$2,058,636.90
CSI	CHARTER SCHOOL INSTITUTE	PIKES PEAK PREP (21st CENTURY ACADEMY)	205	12%	72.20%	\$61,090	\$21,267.84	
CSI	CHARTER SCHOOL INSTITUTE	PINNACLE CHARTER SCHOOL	944	85%	36.86%	\$281,312	\$94,990.61	\$2,153,592.88
CSI	CHARTER SCHOOL INSTITUTE	PINNACLE CHARTER HIGH SCHOOL	316	45%	34.18%	\$94,168	\$33,959.76	\$2,153,592.88
CSI	CHARTER SCHOOL INSTITUTE	PINNACLE CHARTER MIDDLE SCHOOL	484	70%	36.16%	\$144,232	\$52,014.32	\$2,153,592.88
CSI	CHARTER SCHOOL INSTITUTE	ROSS MONTESSORI SCHOOL	200	40%	12.00%	\$59,600	\$20,042.71	\$247,647.00
DENVER	DENVER COUNTY 1	COLORADO HIGH SCHOOL	163	13%	82.82%	\$48,574	\$17,409.75	\$203,364.00
DENVER	DENVER COUNTY 1	COMMUNITY CHALLENGE CHARTER SCHOOL (ACE)	196	25%	94.90%	\$58,408	\$46,049.87	\$302,381.00
DENVER	DENVER COUNTY 1	DENVER ARTS & TECHNOLOGY ACADEMY	300	25%	71.67%	\$89,400	\$29,822.26	\$1,036,942.00
DENVER	DENVER COUNTY 1	DENVER SCHOOL OF SCIENCE AND TECHNOLOGY	572	75%	45.10%	\$170,456	\$61,310.27	\$3,463,864.00
DENVER	DENVER COUNTY 1	HIGHLINE ACADEMY CHARTER SCHOOL	451	60%	29.93%	\$134,398	\$46,393.76	\$434,790.00
DENVER	DENVER COUNTY 1	KIPP SUNSHINE PEAK ACADEMY	360	35%	93.33%	\$107,280	\$38,688.34	\$402,048.00
DENVER	DENVER COUNTY 1	LIFE SKILLS CENTER OF DENVER	294	35%	51.02%	\$87,612	\$31,380.54	\$160,232.00
DENVER	DENVER COUNTY 1	NORTHEAST ACADEMY CHARTER SCHOOL	455	55%	60.88%	\$135,590	\$46,426.00	\$447,323.00

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DENVER	DENVER COUNTY 1	ODYSSEY CHARTER ELEMENTARY SCHOOL	221	25%	30.32%	\$65,858	\$11,310.97	\$234,836.00
DENVER	DENVER COUNTY 1	OMAR D BLAIR CHARTER SCHOOL	791	70%	43.49%	\$235,718	\$40,440.06	\$421,089.00
DENVER	DENVER COUNTY 1	P.S.1 CHARTER SCHOOL	257	25%	70.82%	\$76,586	\$27,511.71	\$38,051.00
DENVER	DENVER COUNTY 1	PIONEER CHARTER SCHOOL	255	13%	96.79%	\$75,990	\$14,615.59	\$713,428.00
DENVER	DENVER COUNTY 1	RIDGE VIEW ACADEMY CHARTER SCHOOL	434	15%	99.77%	\$129,332	\$0.00	\$938,694.00
DENVER	DENVER COUNTY 1	SKYLAND COMMUNITY HIGH SCHOOL	105	12%	72.38%	\$31,290	\$11,284.10	\$105,006.00
DENVER	DENVER COUNTY 1	SOUTHWEST EARLY COLLEGE CHARTER SCHOOL	369	45%	64.50%	\$109,962	\$39,010.74	\$144,293.00
DENVER	DENVER COUNTY 1	WYATT-EDISON CHARTER ELEMENTARY SCHOOL	666	65%	86.64%	\$198,468	\$67,564.88	\$707,940.00
DOUGLAS	DOUGLAS COUNTY RE 1	ACADEMY CHARTER SCHOOL	650	95%	3.54%	\$193,700	\$61,127.57	\$1,715,011.00
DOUGLAS	DOUGLAS COUNTY RE 1	AMERICAN ACADEMY AT CASTLE PINES CHARTER	533	95%	0.00%	\$158,834	\$54,872.96	\$482,615.00
DOUGLAS	DOUGLAS COUNTY RE 1	CHALLENGE TO EXCELLENCE CHARTER SCHOOL	451	90%	1.33%	\$134,398	\$46,254.06	\$390,626.00
DOUGLAS	DOUGLAS COUNTY RE 1	CORE KNOWLEDGE CHARTER SCHOOL	433	90%	0.00%	\$129,034	\$43,416.91	\$1,133,284.00
DOUGLAS	DOUGLAS COUNTY RE 1	DCS MONTESSORI CHARTER SCHOOL	462	80%	1.52%	\$137,676	\$33,314.96	(\$388,205.31)
DOUGLAS	DOUGLAS COUNTY RE 1	PLATTE RIVER CHARTER ACADEMY	508	95%	0.00%	\$151,384	\$51,401.75	\$1,556,033.00
EAGLE	EAGLE COUNTY RE 51	EAGLE COUNTY CHARTER ACADEMY	292	65%	0.34%	\$87,016	\$29,843.75	\$72,600.00
EL PASO	ACADEMY 20	THE CLASSICAL ACADEMY CHARTER	2884	95%	5.69%	\$859,432	\$282,424.86	\$3,649,554.00
EL PASO	CALHAN RJ-1	FRONTIER CHARTER ACADEMY	88	35%	2.58%	\$26,224	\$8,780.10	\$65,777.83
EL PASO	CHEYENNE MOUNTAIN 12	CHEYENNE MOUNTAIN CHARTER ACADEMY	778	90%	25.71%	\$231,844	\$74,432.06	\$1,539,382.82

COUNTY	DISTRICT	CHARTER SCHOOL	FY0809 FTE COUNT	MINIMUM CHARTER MATCH	FY 08-09 % OF PUPILS ELIGIBLE FOR FREE AND REDUCED- COST	MINIMUM FY08-09 PER PUPIL REVENUE CREDITED TO CAPITAL RESERVE	FY08-09 STATE AID FOR CAPITAL CONSTRUCTION	CHARTER FUND BALANCE FY 07-08
EL PASO	COLORADO SPRINGS 11	CIVA CHARTER SCHOOL	144	20%	27.08%	\$42,912	\$7,737.67	\$402,075.70
EL PASO	COLORADO SPRINGS 11	COMMUNITY PREP CHARTER SCHOOL	170	20%	51.18%	\$50,660	\$18,269.49	\$153,702.09
EL PASO	COLORADO SPRINGS 11	EMERSON-EDISON JUNIOR CHARTER ACADEMY	410	30%	89.76%	\$122,180	\$22,030.86	\$165,682.00
EL PASO	COLORADO SPRINGS 11	GLOBE CHARTER SCHOOL	161	15%	55.90%	\$47,978	\$16,130.89	\$220,033.43
EL PASO	COLORADO SPRINGS 11	LIFE SKILLS CENTER OF COLORADO SPRINGS	285	40%	44.56%	\$84,930	\$30,628.27	\$152,215.00
EL PASO	COLORADO SPRINGS 11	ROOSEVELT EDISON CHARTER SCHOOL	674	50%	90.80%	\$200,852	\$33,476.16	\$178,269.87
EL PASO	FALCON 49	PIKES PEAK SCHOOL EXPEDITIONARY LEARNING	248	50%	4.44%	\$73,904	\$24,953.98	\$342,452.38
EL PASO	HARRISON 2	JAMES IRWIN CHARTER HIGH SCHOOL	341	60%	14.08%	\$101,618	\$36,377.78	\$194,319.42
EL PASO	HARRISON 2	JAMES IRWIN CHARTER MIDDLE SCHOOL	368	55%	26.36%	\$109,664	\$39,548.08	\$793,555.28
EL PASO	LEWIS-PALMER 38	MONUMENT CHARTER ACADEMY	586	95%	2.90%	\$174,628	\$59,719.75	\$368,457.37
ELBERT	ELIZABETH C-1	LEGACY ACADEMY (Formerly: ELBERT COUNTY CHARTER	387	70%	9.30%	\$115,326	\$39,945.71	\$1,272,969.00
FREMONT	CANON CITY RE-1	MOUNTAIN VIEW CORE KNOWLEDGE CHARTER SCHOOL	237	40%	19.41%	\$70,626	\$24,201.70	\$99,066.34
GARFIELD	ROARING FORK RE-1	CARBONDALE COMMUNITY CHARTER SCHOOL	132	30%	9.09%	\$39,336	\$13,551.66	\$218,240.47
GRAND	EAST GRAND 2	INDIAN PEAKS CHARTER SCHOOL	57	12%	42.11%	\$16,986	\$5,674.29	\$55,703.50
GUNNISON	GUNNISON WATERSHED RE1J	MARBLE CHARTER SCHOOL	30	20%	13.33%	\$8,940	\$2,912.37	\$10,028.80
JEFFERSON	JEFFERSON COUNTY R-1	COLLEGIATE ACADEMY OF COLORADO	468	80%	10.47%	\$139,464	\$48,822.53	\$1,091,094.00
JEFFERSON	JEFFERSON COUNTY R-1	COMPASS MONTESSORI - GOLDEN CHARTER SCHOOL	341	60%	13.49%	\$101,618	\$33,347.20	\$690,104.00
JEFFERSON	JEFFERSON COUNTY R-1	COMPASS MONTESSORI - WHEAT RIDGE CHARTER SCHOOL	661	75%	5.75%	\$196,978	\$22,057.73	(\$91,734.00)

COUNTY	DISTRICT	CHARTER SCHOOL	FY0809 FTE COUNT	MINIMUM CHARTER MATCH	FY 08-09 % OF PUPILS ELIGIBLE FOR FREE AND REDUCED- COST	MINIMUM FY08-09 PER PUPIL REVENUE CREDITED TO CAPITAL RESERVE	FY08-09 STATE AID FOR CAPITAL CONSTRUCTION	CHARTER FUND BALANCE FY 07-08
JEFFERSON	JEFFERSON COUNTY R-1	EXCEL ACADEMY CHARTER SCHOOL	457	75%	15.32%	\$136,186	\$47,307.24	\$1,849,291.00
JEFFERSON	JEFFERSON COUNTY R-1	FREE HORIZON MONTESSORI CHARTER SCHOOL	268	50%	4.48%	\$79,864	\$21,611.73	\$36,329.00
JEFFERSON	JEFFERSON COUNTY R-1	JEFFERSON ACADEMY CHARTER SCHOOL	373	70%	5.63%	\$111,154	\$38,193.99	\$240,931.00
JEFFERSON	JEFFERSON COUNTY R-1	JEFFERSON CHARTER ACADEMY JUNIOR HIGH SCHOOL	164	30%	7.93%	\$48,872	\$8,812.34	\$240,931.00
JEFFERSON	JEFFERSON COUNTY R-1	JEFFERSON CHARTER ACADEMY SENIOR HIGH SCHOOL	274	50%	11.31%	\$81,652	\$29,446.12	\$240,931.00
JEFFERSON	JEFFERSON COUNTY R-1	LINCOLN CHARTER ACADEMY	488	80%	17.42%	\$145,424	\$49,714.51	\$1,618,441.00
JEFFERSON	JEFFERSON COUNTY R-1	MONTESSORI PEAKS CHARTER ACADEMY	466	75%	4.51%	\$138,868	\$38,172.49	\$1,133,668.00
JEFFERSON	JEFFERSON COUNTY R-1	ROCKY MOUNTAIN ACADEMY OF EVERGREEN	422	80%	1.66%	\$125,756	\$36,410.02	\$7,026.00
JEFFERSON	JEFFERSON COUNTY R-1	ROCKY MOUNTAIN DEAF SCHOOL	45	12%	42.22%	\$13,410	\$4,169.74	(\$10,141.00)
JEFFERSON	JEFFERSON COUNTY R-1	WOODROW WILSON CHARTER ACADEMY	499	85%	8.62%	\$148,702	\$47,876.82	\$1,333,763.00
LARIMER	POUDRE R-1	LIBERTY COMMON CHARTER SCHOOL	567	95%	4.41%	\$168,966	\$58,311.92	\$1,478,689.36
LARIMER	POUDRE R-1	RIDGEVIEW CLASSICAL CHARTER SCHOOLS	744	95%	9.95%	\$221,712	\$77,032.78	\$1,015,514.49
MESA	MESA COUNTY VALLEY 51	INDEPENDENCE ACADEMY CHARTER SCHOOL (DEEP RIVER	211	45%	0.47%	\$62,878	\$10,408.24	\$156,171.00
MONTEZUMA	MONTEZUMA-CORTEZ RE-1	BATTLE ROCK CHARTER SCHOOL	29	10%	82.76%	\$8,642	\$3,030.59	\$11,510.59
MONTEZUMA	MONTEZUMA-CORTEZ RE-1	SOUTHWEST OPEN CHARTER SCHOOL	165	20%	43.03%	\$49,170	\$17,678.42	\$536,360.68
MONTROSE	MONTROSE COUNTY RE-1J	PASSAGE CHARTER SCHOOL	25	10%	96.00%	\$7,450	\$2,686.69	\$153,007.04
MONTROSE	MONTROSE COUNTY RE-1J	VISTA CHARTER SCHOOL	168	15%	64.29%	\$50,064	\$17,732.15	\$1,185,725.33
MONTROSE	WEST END RE-2	PARADOX VALLEY CHARTER SCHOOL	30	12%	50.00%	\$8,940	\$1,380.96	\$330,756.88

COUNTY	DISTRICT	CHARTER SCHOOL	FY0809 FTE COUNT	MINIMUM CHARTER MATCH	FY 08-09 % OF PUPILS ELIGIBLE FOR FREE AND REDUCED- COST	MINIMUM FY08-09 PER PUPIL REVENUE CREDITED TO CAPITAL RESERVE	FY08-09 STATE AID FOR CAPITAL CONSTRUCTION	CHARTER FUND BALANCE FY 07-08
PARK	PARK COUNTY RE-2	GUFFEY CHARTER SCHOOL	21	12%	57.14%	\$6,258	\$1,074.68	\$20,000.00
PARK	PARK COUNTY RE-2	LAKE GEORGE CHARTER SCHOOL	73	15%	27.40%	\$21,754	\$3,095.07	\$20,000.00
PITKIN	ASPEN 1	ASPEN COMMUNITY CHARTER SCHOOL	122	40%	4.10%	\$36,356	\$12,476.99	(\$973,111.27)
PROWERS	LAMAR RE-2	ALTA VISTA CHARTER SCHOOL	114	13%	45.61%	\$33,972	\$11,348.58	\$36,003.98
PUEBLO	PUEBLO CITY 60	CESAR CHAVEZ ACADEMY	1184	85%	59.71%	\$352,832	\$121,481.38	\$791,537.05
PUEBLO	PUEBLO CITY 60	DOLORES HUERTA PREPARATORY HIGH SCHOOL	427	50%	61.83%	\$127,246	\$45,888.67	\$193,370.55
PUEBLO	PUEBLO CITY 60	PUEBLO CHARTER SCHOOL FOR THE ARTS & SCIENCES	391	30%	64.96%	\$116,518	\$19,951.36	\$794,376.15
PUEBLO	PUEBLO CITY 60	YOUTH & FAMILY ACADEMY CHARTER	206	20%	80.10%	\$61,388	\$21,171.12	\$602,479.47
PUEBLO	PUEBLO COUNTY RURAL 70	SWALLOWS CHARTER ACADEMY	260	45%	22.31%	\$77,480	\$26,952.87	\$674,389.28
PUEBLO	PUEBLO COUNTY RURAL 70	THE CONNECT CHARTER SCHOOL	213	55%	1.41%	\$63,474	\$22,890.60	\$932,253.19
ROUTT	STEAMBOAT SPRINGS RE-2	NORTH ROUTT CHARTER SCHOOL	57	35%	0.00%	\$16,986	\$5,760.26	\$10,085.47
SAGUACHE	MOFFAT 2	CRESTONE CHARTER SCHOOL	64	13%	39.06%	\$19,072	\$6,652.24	\$28,400.00
WELD	GREELEY 6	CORE KNOWLEDGE PROJECT (FRONTIER ACADEMY)	1084	90%	42.05%	\$323,032	\$112,550.82	\$2,407,476.56
WELD	GREELEY 6	UNION COLONY PREPARATORY SCHOOL	401	70%	7.23%	\$119,498	\$43,094.51	\$41,175.37
WELD	GREELEY 6	UNIVERSITY SCHOOLS	1044	95%	16.95%	\$311,112	\$109,305.30	\$2,598,109.21
WELD	JOHNSTOWN-MILLIKEN RE-5J	KNOWLEDGE QUEST ACADEMY	338	65%	4.44%	\$100,724	\$34,518.59	\$1,127,255.01
WELD	KEENESBURG RE-3(J)	CARDINAL COMMUNITY ACADEMY CHARTER SCHOOL	147	25%	20.41%	\$43,806	\$15,034.72	\$610,444.50
WELD	WINDSOR RE-4	WINDSOR CHARTER ACADEMY	392	65%	13.52%	\$116,816	\$39,870.48	\$355,161.87

**FY2010-11 BUILDING EXCELLENT SCHOOLS TODAY
WAIVER LETTERS & STATUTORY WAIVERS**



**DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION
ASSISTANCE**

JUNE 2010

BEST FY2010-11 APPLICATION SUMMARIES

Waiver Letters from Applicants Not Providing the Minimum Match

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Priority #
693	0.85	ADAMS	CORRIDOR COMMUNITY ACADEMY	New PK-6 School	\$4,847,909.00	\$599,179.00	\$5,447,089.00	5.90%	82.50%	1
705	1.00 / 0.87	ADAMS	MAPLETON 1	SUPPLEMENTAL Campus Improvements, Renovations, Additions	\$42,987,846.00	\$10,746,961.00	\$53,734,808.00	45.68%	86.30%	1
705	1.50	ADAMS	MAPLETON 1	Restore Roofs at Multiple Sites	\$606,992.80	\$151,748.20	\$758,741.00	49.29%	103.30%	2
705	0.61	ADAMS	MAPLETON 1	PK-12 Safety & Security Upgrades	\$6,009,011.00	\$1,502,252.00	\$7,511,264.00	63.91%	131.00%	3
705	0.40	ADAMS	MAPLETON 1	Districtwide Safety/Security	\$8,954,680.00	\$2,238,670.00	\$11,193,350.00	47.42%	91.18%	4
717	0.22	ARAPAHOE	SHERIDAN 2	New MS	\$25,259,935.00	\$1,901,285.00	\$27,161,220.00	24.68%	56.70%	1
721	1.61	BOCES	Pikes Peak BOCES	Special Needs School for Students with Disabilities	\$24,095,898.00	\$0.00	\$24,095,898.00	60.45%	132.00%	1
723	0.50	BOULDER	HORIZONS K-8 ALTERNATIVE CHARTER SCHOOL	PK-8 School Renovation	\$5,098,047.00	\$3,542,711.00	\$8,640,758.00	70.54%	111.00%	1
732	1.81	CSI	ROSS MONTESSORI SCHOOL	New K-8 School	\$11,846,342.00	\$366,381.00	\$12,212,724.00	27.50%	74.30%	1
738	1.00	EAGLE	EAGLE COUNTY CHARTER ACADEMY	New K-8 School to Replace Modulars	\$8,534,060.00	\$2,844,686.00	\$11,378,747.00	39.08%	111.00%	1
747	0.15	EL PASO	EDISON 54 JT	Jr/Sr HS Renovations	\$2,629,582.00	\$0.00	\$2,629,582.00	26.99%	43.80%	1
748	0.86	EL PASO	ELLCOTT 22	MS Replacement	\$14,972,053.00	\$151,232.00	\$15,123,286.00	50.16%	84.20%	1

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Priority #
750	1.50	EL PASO	JAMES IRWIN CHARTER MIDDLE SCHOOL	Roof Replacement	\$643,280.00	\$160,820.00	\$804,100.00	26.31%	28.80%	1
752	0.79	ELBERT	ELBERT 200	PK-12 School Replacement	\$16,296,655.00	\$3,577,314.00	\$19,873,970.00	46.71%	69.90%	1
753	0.89	FREMONT	FLORENCE RE-2	ES Renovations and Addition	\$9,311,358.00	\$3,803,230.00	\$13,114,589.00	70.08%	89.90%	1
753	1.90 / 0.25	FREMONT	FLORENCE RE-2	ES Misc Renovations-HVAC, Restrooms, ADA, Tuck pointing and Water Infiltration	\$624,249.56	\$197,131.44	\$821,381.00	37.91%	62.90%	2
753	0.95	FREMONT	FLORENCE RE-2	MS Renovation and Addition	\$12,670,029.00	\$527,917.00	\$13,197,947.00	60.47%	101.00%	3
757	4.90	JEFFERSON	ROCKY MOUNTAIN ACADEMY OF EVERGREEN	Complete Unfinished Space and Add Fire Sprinkler	\$359,257.50	\$359,257.50	\$718,515.00	6.73%	56.00%	1
762	1.48	JEFFERSON	ROCKY MOUNTAIN DEAF SCHOOL	New School for Deaf Pupils	\$17,633,639.00	\$1,125,551.00	\$18,759,190.00	23.58%	107.00%	1
782	4.20	LAS ANIMAS	TRINIDAD 1	Upgrade HVAC to Provide Fresh Air	\$196,604.40	\$10,347.60	\$206,952.00	50.80%	64.60%	1
783	1.00	LAS ANIMAS	TRINIDAD 1	SUPPLEMENTAL Replace HS Exterior Doors	\$101,250.40	\$25,312.60	\$126,563.00	56.50%	65.50%	1
784	1.90	LAS ANIMAS	TRINIDAD 1	Replace MS Mercury Containing Tartan Gym Floor	\$161,895.20	\$8,520.80	\$170,416.00	59.85%	75.00%	2
785	1.50	LAS ANIMAS	TRINIDAD 1	Partial MS Roof Replacement	\$87,852.60	\$9,761.40	\$97,614.00	59.85%	75.00%	3
786	1.90	LAS ANIMAS	TRINIDAD 1	MS Elevator Fire Code Upgrades	\$13,092.30	\$1,454.70	\$14,547.00	59.85%	75.00%	4
787	1.90	LAS ANIMAS	TRINIDAD 1	HS Exterior Door Monitoring for Security	\$23,500.80	\$2,611.20	\$26,112.00	56.50%	65.50%	5

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Priority #
788	1.90	LAS ANIMAS	TRINIDAD 1	MS Exterior Door Monitoring for Security	\$42,943.50	\$4,771.50	\$47,715.00	59.85%	75.00%	5
789	1.90	LAS ANIMAS	TRINIDAD 1	Relocate Cooler Compressors	\$15,861.60	\$3,965.40	\$19,827.00	5.90%	9.30%	6
790	4.40	LINCOLN	GENOA-HUGO C113	ADA and Violations Correction	\$41,798.40	\$10,449.60	\$52,248.00	49.32%	53.40%	1
790	1.90	LINCOLN	GENOA-HUGO C113	Parking Lot and Designated Bus Staging and Unloading Area	\$175,344.00	\$43,836.00	\$219,180.00	49.32%	53.40%	2
792	0.35	MONTROSE	WEST END RE-2	New PK-12 School	\$18,149,670.00	\$9,349,830.00	\$27,499,500.00	58.85%	80.70%	1
793	1.30	OTERO	FOWLER R-4J	HS Welding Station Exhaust System Replacement	\$285,742.00	\$0.00	\$285,742.00	49.68%	62.00%	1
793	1.60	OTERO	FOWLER R-4J	Jr/Sr HS Fire Alarm Upgrade	\$73,026.00	\$0.00	\$73,026.00	49.68%	62.00%	2
795	0.97	PARK	LAKE GEORGE CHARTER SCHOOL	New PK-6 School	\$6,488,532.00	\$969,550.00	\$7,458,083.00	82.82%	105.00%	1
799	0.78	PROWERS	HOLLY RE-3	New PK-12 School Facility	\$25,064,111.00	\$3,417,833.00	\$28,481,945.00	45.97%	68.75%	1
800	1.00 / 0.54	ROUTT	NORTH ROUTT CHARTER SCHOOL	SUPPLEMENTAL New K-8 Campus	\$3,186,671.00	\$796,667.00	\$3,983,339.00	36.91%	119.00%	1
808	0.13	SAGUACHE	CENTER 26 JT	ES Replacement	\$26,759,322.00	\$4,722,233.00	\$31,481,555.00	35.71%	39.90%	1
809	0.34	WASHINGTON	AKRON R-1	Replace ES/JRHS & HS With PK-12 School	\$16,389,645.00	\$7,712,774.00	\$24,102,420.00	64.08%	78.80%	1
810	0.44	WASHINGTON	OTIS R-3	Major Jr/Sr HS Renovation	\$9,657,068.00	\$2,884,578.00	\$12,541,647.00	67.68%	98.00%	1

Page #	Project Rank	County	Applicant Name	Project Title	Amount of Grant Request	Amount of Applicant Contribution	Total Project Cost	FCI %	CFI %	Priority #
811	0.64	WELD	CORE KNOWLEDGE PROJECT (FRONTIER ACADEMY)	Major K-5 School Renovation	\$6,691,143.00	\$1,180,790.00	\$7,871,934.00	17.68%	41.20%	1



CORRIDOR COMMUNITY ACADEMY

April 6, 2010

Division of Public School Capital Construction Assistance
Colorado Department of Education
Attention: Scott Newell & Ted Hughes
1525 Sherman Street
Suite B17
Denver, CO 80203

Re: Hardship Letter for Corridor Community Academy

Dear Mr. Newell & Mr. Hughes:

The Corridor Community Academy greatly appreciates the opportunity to submit a BEST Grant Application for a school replacement project. As outlined in the CC-03 grant application as well as the exhibits to the application, our needs are true and urgent. Due to CCA's current financial constraints, we would have difficulty meeting CDE's listed minimum adjusted match percentage of 40% on this project with the funds we currently have available. CCA is investigating additional funding opportunities to help provide the match including a bond, construction loan, other grants (USDA, GEO, DOLA) and possibly even donations, and we will continue to research those funding avenues as the grant application is reviewed by CDE over the next several months.

Our current financial constraints create a situation in which we are unable to provide the full 40% match with our own funds. These constraints and issues are listed below:

- CCA's general fund balance is on average equal to the state minimums yet in recent years we have fallen short of the state minimums. With the reduction in state funding and the change this year in our monthly funding profile by the district, our cash flow each month will be even less.
- CCA's current general fund balance does not meet the Tabor Reserve Requirement.
- As a new school, we have not had the time to build our capital reserves. Therefore, we do not have a substantial capital reserve fund. Per state statute we have used our capital reserve fund to pay facility payments and maintenance costs for our aging modular structures.
- We are looking into the possibility of pursuing a bond. However, with the economy as it is, the community may not support an increase in taxes to support our new facility. CCA is only 10% of the district, so it may be difficult to obtain the support necessary to secure a bond. (We have not counted a bond out. CCA will be working with the district's bond manager and the community to determine if a bond is or is not a possible solution).

- We have learned that to provide the best education possible for our students we must offer competitive salaries to reduce staff turnover. By offering competitive salaries, we now have a strong and stable staff. However, this has had a negative impact on the budget.
- Aging technology expenses have reduced our cash reserves recently and will require more in the next few years to bring our systems up to a basic standard. The school has received much of this equipment through the volunteer work of our parents and staff. We desperately need to upgrade our computers and servers but cannot afford any more upgrades at this time.
- Costs related to the aging temporary modulars have been a severe problem. The building envelope is very poor causing substantial energy bills when heating or cooling loads are high. General maintenance costs are also high due to repairs from water infiltration, foundation, and settling issues.
- Over the past five years, our funding has been allocated to us in equal monthly installments per our original charter contract with the district. This year, the district is unable to distribute the money in this fashion. This could not come at a worse time. Due to low fund balances, we must now work to function off of our state equalization payments until we start receiving tax revenues in the spring. This will require some form of short term financing by our school and be a monthly hardship until we can build up our reserves to counter this funding profile.
- A decrease in state funding is also a great burden on our school.

Attached you will find recent financial documents which illustrate CCA's current financial situation.

Corridor Community Academy sincerely wishes we had the funds available to provide the 40% match on this project. We will continue working diligently to secure funds for a match. However, we request that you consider allowing CCA to provide an 11% match on the project in lieu of the 40% match.

Thank you for your consideration of this hardship letter and grant application.

Sincerely,



Steve Godsey

CCA Board Member

Facilities Committee Chair

BENNETT SCHOOL DISTRICT NUMBER 29-J
CORRIDOR COMMUNITY ACADEMY – CHARTER SCHOOL
COMBINING BALANCE SHEET
June 30, 2005

	General Fund	Special Revenue Fund			Total
		Capital Reserve Fund	Grants Fund	Student Activity Fund	
<u>ASSETS</u>					
Cash	35,829	-	-	-	35,829
Due from Other Funds	-	-	118,423	-	118,423
Due from Other Governments	4,409	-	-	-	4,409
<u>Total Assets</u>	<u>40,238</u>	<u>-</u>	<u>118,423</u>	<u>-</u>	<u>158,661</u>
<u>LIABILITIES AND FUND BALANCES</u>					
<u>LIABILITIES</u>					
Accounts Payable	36,223	-	33,983	-	70,206
Payroll Deductions Payable	2,531	-	-	-	2,531
Due to Other Funds	118,423	-	-	-	118,423
Due to Other Governments	42,553	-	-	-	42,553
Deferred Revenue	-	-	84,440	-	84,440
<u>Total Liabilities</u>	<u>199,730</u>	<u>-</u>	<u>118,423</u>	<u>-</u>	<u>318,153</u>
<u>FUND BALANCES</u>					
Unreserved Reported in:					
General Fund	(159,492)	-	-	-	(159,492)
Special Revenue Fund	-	-	-	-	-
<u>Total Fund Balances</u>	<u>(159,492)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(159,492)</u>
<u>TOTAL LIABILITIES AND FUND BALANCES</u>					
	<u>40,238</u>	<u>-</u>	<u>118,423</u>	<u>-</u>	<u>158,661</u>

The accompanying notes are an integral part of these financial statements.

BENNETT SCHOOL DISTRICT NUMBER 29-J
CORRIDOR COMMUNITY ACADEMY – CHARTER SCHOOL
COMBINING STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES
For the Year Ended June 30, 2005

	<u>Special Revenue Fund</u>				<u>Total</u>
	<u>General Fund</u>	<u>Capital Reserve Fund</u>	<u>Grants Fund</u>	<u>Student Activity Fund</u>	
<u>REVENUES</u>					
Local Sources	29,613	-	51,411	972	81,996
State Sources	4,409	12,915	-	-	17,324
Federal Source	-	-	282,190	-	282,190
Allocation from Bennett School	478,953	-	-	-	478,953
Allocated Fund Revenues	<u>(66,400)</u>	<u>66,400</u>	<u>-</u>	<u>-</u>	<u>-</u>
<u>Total Revenues</u>	<u>446,575</u>	<u>79,315</u>	<u>333,601</u>	<u>972</u>	<u>860,463</u>
<u>EXPENDITURES</u>					
Instruction	<u>235,586</u>	<u>-</u>	<u>326,773</u>	<u>2,399</u>	<u>564,758</u>
Support Services:					
Pupil Services	882	-	-	-	882
Instructional Staff Services	2,666	-	-	-	2,666
General Administration	70	-	-	-	70
School Administration	54,035	-	-	-	54,035
Business Services	75,809	-	-	-	75,809
Operations & Maintenance	104,245	-	-	-	104,245
Pupil Transportation	20,100	-	-	-	20,100
Central Support	5,731	-	6,828	-	12,559
Food Services	11,652	-	-	-	11,652
Day Care Services	1,400	-	-	-	1,400
Facilities Acquisition	<u>92,464</u>	<u>79,315</u>	<u>-</u>	<u>-</u>	<u>171,779</u>
<u>Total Support Services</u>	<u>369,054</u>	<u>79,315</u>	<u>6,828</u>	<u>-</u>	<u>455,197</u>
<u>TOTAL EXPENDITURES</u>	<u>604,640</u>	<u>79,315</u>	<u>333,601</u>	<u>2,399</u>	<u>1,019,955</u>
<u>REVENUES OVER (UNDER) EXPENDITURES</u>	<u>(158,065)</u>	<u>-</u>	<u>-</u>	<u>(1,427)</u>	<u>(159,492)</u>
<u>OTHER FINANCING SOURCES (USES)</u>					
Transfer In (Out)	<u>(1,427)</u>	<u>-</u>	<u>-</u>	<u>1,427</u>	<u>-</u>
<u>REVENUES OVER (UNDER) EXPENDITURES AND OTHER SOURCES (USES)</u>	<u>(159,492)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(159,492)</u>
<u>FUND BALANCE, July 1</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<u>FUND BALANCE, June 30</u>	<u>(159,492)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(159,492)</u>

The accompanying notes are an integral part of these financial statements.

BENNETT SCHOOL DISTRICT NUMBER 29-J
CORRIDOR COMMUNITY ACADEMY - CHARTER SCHOOL
COMBINING BALANCE SHEET
June 30, 2006

	<u>Special Revenue Fund</u>			<u>Total</u>
	<u>General Fund</u>	<u>Capital Reserve Fund</u>	<u>Grants Fund</u>	
<u>ASSETS</u>				
Cash	-	-	80,806	80,806
Due from Other Funds	3,332	43,947	14,679	61,958
Due from Other Governments	-	-	-	-
<u>Total Assets</u>	<u>3,332</u>	<u>43,947</u>	<u>95,485</u>	<u>142,764</u>
<u>LIABILITIES AND FUND BALANCES</u>				
<u>LIABILITIES</u>				
Cash Overdraft	22,807	950	-	23,757
Accounts Payable	28,172	-	4,951	33,123
Accrued Salaries & Benefits Payable	8,558	-	3,191	11,749
Due to Other Funds	43,947	15,143	-	59,090
Due to Other Governments	-	-	-	-
Deferred Revenue	-	-	87,343	87,343
<u>Total Liabilities</u>	<u>103,484</u>	<u>16,093</u>	<u>95,485</u>	<u>215,062</u>
<u>FUND BALANCE</u>				
Reserved for:				
Emergencies	-	19,100	-	19,100
Unreserved Reported in:				
General Fund (Deficit)	(100,152)	-	-	(100,152)
Special Revenue Fund	-	8,754	-	8,754
<u>Total Fund Balances</u>	<u>(100,152)</u>	<u>27,854</u>	<u>-</u>	<u>(72,298)</u>
<u>TOTAL LIABILITIES AND FUND BALANCES</u>	<u>3,332</u>	<u>43,947</u>	<u>95,485</u>	<u>142,764</u>

The accompanying notes are an integral part of these financial statements.

BENNETT SCHOOL DISTRICT NUMBER 29-J
CORRIDOR COMMUNITY ACADEMY – CHARTER SCHOOL
COMBINING STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES
For the Year Ended June 30, 2006

	<u>Special Revenue Fund</u>			<u>Total</u>
	<u>General Fund</u>	<u>Capital Reserve Fund</u>	<u>Grants Fund</u>	
REVENUES				
Local Sources	25,026	-	-	25,026
State Sources	5,511	13,421	-	18,932
Federal Source	-	-	116,825	116,825
Allocation from Bennett School	589,710	-	-	589,710
Allocated Fund Revenues	<u>(29,268)</u>	<u>29,268</u>	-	-
<u>Total Revenues</u>	<u>590,979</u>	<u>42,689</u>	<u>116,825</u>	<u>750,493</u>
EXPENDITURES				
Instruction	<u>226,704</u>	-	<u>105,190</u>	<u>331,894</u>
Support Services:				
Pupil Services	2,519	-	-	2,519
Instructional Staff Services	10	-	-	10
General Administration	11,196	-	-	11,196
School Administration	60,858	-	-	60,858
Business Services	73,872	-	8,735	82,607
Operations & Maintenance	107,552	-	-	107,552
Pupil Transportation	20,550	-	2,900	23,450
Central Support	16,435	-	-	16,435
Food Services	11,833	-	-	11,833
Day Care Services	110	-	-	110
Capital Outlay	-	<u>14,835</u>	-	<u>14,835</u>
<u>Total Support Services</u>	<u>304,935</u>	<u>14,835</u>	<u>11,635</u>	<u>331,405</u>
<u>TOTAL EXPENDITURES</u>	<u>531,639</u>	<u>14,835</u>	<u>116,825</u>	<u>663,299</u>
<u>REVENUES OVER (UNDER) EXPENDITURES</u>	59,340	27,854	-	87,194
<u>OTHER FINANCING SOURCES (USES)</u>				
Transfer In (Out)	-	-	-	-
<u>REVENUES OVER (UNDER) EXPENDITURES AND OTHER SOURCES (USES)</u>	59,340	27,854	-	87,194
<u>FUND BALANCE, July 1</u>	(159,492)	-	-	(159,492)
<u>FUND BALANCE, June 30</u>	(100,152)	<u>27,854</u>	-	<u>(72,298)</u>

The accompanying notes are an integral part of these financial statements.

BECKETT SCHOOL DISTRICT NUMBER
CORRIDOR COMMUNITY ACADEMY – CHARTER SCHOOL
COMBINING BALANCE SHEET
June 30, 2007

	Special Revenue Fund			
	General Fund	Capital Reserve Fund	Grants Fund	Total
<u>ASSETS</u>				
Cash	182,295	4,013	65,705	252,013
Due from Other Funds	5,196	29,069	18,155	52,420
Prepaid Expenditures	<u>3,633</u>	<u>-</u>	<u>5,196</u>	<u>8,829</u>
<u>Total Assets</u>	<u>191,124</u>	<u>33,082</u>	<u>89,056</u>	<u>313,262</u>
 <u>LIABILITIES AND FUND BALANCES</u>				
<u>LIABILITIES</u>				
Accounts Payable	31,690	-	-	31,690
Accrued Salaries & Benefits Payable	18,762	-	-	18,762
Due to Other Funds	19,810	-	32,610	52,420
Due to Other Governments	-	-	-	-
Deferred Revenue	<u>-</u>	<u>-</u>	<u>56,446</u>	<u>56,446</u>
<u>Total Liabilities</u>	<u>70,262</u>	<u>-</u>	<u>89,056</u>	<u>159,318</u>
 <u>FUND BALANCE</u>				
Reserved for:				
Emergencies	30,000	-	-	30,000
Unreserved Reported in:				
General Fund	90,862	-	-	90,862
Special Revenue Fund	<u>-</u>	<u>33,082</u>	<u>-</u>	<u>33,082</u>
<u>Total Fund Balances</u>	<u>120,862</u>	<u>33,082</u>	<u>-</u>	<u>153,944</u>
 <u>TOTAL LIABILITIES AND FUND BALANCES</u>				
	<u>191,124</u>	<u>33,082</u>	<u>89,056</u>	<u>313,262</u>

The accompanying notes are an integral part of these financial statements.

BENNETT SCHOOL DISTRICT NUMBER 20
CORRIDOR COMMUNITY ACADEMY – CHARTER SCHOOL
COMBINING STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES
For the Year Ended June 30, 2007

	<u>Special Revenue Fund</u>			<u>Total</u>
	<u>General Fund</u>	<u>Capital Reserve Fund</u>	<u>Grants Fund</u>	
<u>REVENUES</u>				
Local Sources	17,807	-	-	17,807
State Sources	-	-	29,069	29,069
Federal Source	-	-	131,148	131,148
Allocation from Bennett School	945,622	-	-	945,622
Allocated Fund Revenues	<u>(50,575)</u>	<u>50,575</u>	-	-
<u>Total Revenues</u>	<u>912,854</u>	<u>50,575</u>	<u>160,217</u>	<u>1,123,646</u>
<u>EXPENDITURES</u>				
Instruction	422,696	-	122,431	545,127
Support Services:				
Pupil Services	1,232	-	-	1,232
Instructional Staff Services	230	-	7,024	7,254
General Administration	13,213	-	-	13,213
School Administration	58,252	-	-	58,252
Business Services	92,161	-	1,693	93,854
Operations & Maintenance	38,910	44,222	29,069	112,201
Pupil Transportation	43,952	-	-	43,952
Central Support	16,562	-	-	16,562
Food Services	4,632	-	-	4,632
Capital Outlay	-	1,125	-	1,125
<u>Total Support Services</u>	<u>269,144</u>	<u>45,347</u>	<u>37,786</u>	<u>352,277</u>
<u>TOTAL EXPENDITURES</u>	<u>691,840</u>	<u>45,347</u>	<u>160,217</u>	<u>897,404</u>
<u>REVENUES OVER (UNDER) EXPENDITURES</u>	221,014	5,228	-	226,242
<u>FUND BALANCE, July 1</u>	<u>(100,152)</u>	<u>27,854</u>	-	<u>(72,298)</u>
<u>FUND BALANCE, June 30</u>	<u>120,862</u>	<u>33,082</u>	-	<u>153,944</u>

The accompanying notes are an integral part of these financial statements.

BENNETT SCHOOL DISTRICT NUMBER 29
CORRIDOR COMMUNITY ACADEMY - CHARTER SCHOOL
COMBINING BALANCE SHEET
June 30, 2008

	<u>Special Revenue Fund</u>			
	<u>General Fund</u>	<u>Capital Reserve Fund</u>	<u>Grants Fund</u>	<u>Total</u>
<u>ASSETS</u>				
Cash	116,454	19,100	6,894	142,448
<u>Total Assets</u>	<u>116,454</u>	<u>19,100</u>	<u>6,894</u>	<u>142,448</u>
 <u>LIABILITIES AND FUND BALANCES</u>				
<u>LIABILITIES</u>				
Accounts Payable	2,902	-	-	2,902
Accrued Salaries & Benefits Payable	23,038	-	-	23,038
Deferred Revenue	-	-	6,894	6,894
<u>Total Liabilities</u>	<u>25,940</u>	<u>-</u>	<u>6,894</u>	<u>32,834</u>
 <u>FUND BALANCE</u>				
Reserved for:				
Emergencies	25,000	-	-	25,000
Capital Outlay	-	19,100	-	19,100
Unreserved Reported in:				
General Fund	65,514	-	-	65,514
<u>Total Fund Balances</u>	<u>90,514</u>	<u>19,100</u>	<u>-</u>	<u>109,614</u>
 <u>TOTAL LIABILITIES AND FUND BALANCES</u>	 <u>116,454</u>	 <u>19,100</u>	 <u>6,894</u>	 <u>142,448</u>

The accompanying notes are an integral part of these financial statements.

BENNETT SCHOOL DISTRICT NUMBER 29-J
CORRIDOR COMMUNITY ACADEMY - CHARTER SCHOOL
COMBINING STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES
For the Year Ended June 30, 2008

	<u>Special Revenue Fund</u>			<u>Total</u>
	<u>General Fund</u>	<u>Capital Reserve Fund</u>	<u>Grants Fund</u>	
<u>REVENUES</u>				
Local Sources	9,341	-	248	9,589
State Sources	-	-	13,950	13,950
Federal Source	12,936	-	49,304	62,240
Allocation from Bennett School	822,705	-	-	822,705
Allocated Fund Revenues	<u>(35,186)</u>	<u>35,186</u>	-	-
<u>Total Revenues</u>	<u>809,796</u>	<u>35,186</u>	<u>63,502</u>	<u>908,484</u>
<u>EXPENDITURES</u>				
Instruction	<u>562,181</u>	-	<u>48,925</u>	<u>611,106</u>
Support Services:				
Pupil Services	289	-	-	289
Instructional Staff Services	39	-	627	666
General Administration	17,818	-	-	17,818
School Administration	67,960	-	-	67,960
Business Services	92,114	-	-	92,114
Operations & Maintenance	41,109	49,168	13,950	104,227
Pupil Transportation	42,474	-	-	42,474
Central Support	15,503	-	-	15,503
Food Services	657	-	-	657
Capital Outlay	-	-	-	-
<u>Total Support Services</u>	<u>277,963</u>	<u>49,168</u>	<u>14,577</u>	<u>341,708</u>
<u>TOTAL EXPENDITURES</u>	<u>840,144</u>	<u>49,168</u>	<u>63,502</u>	<u>952,814</u>
<u>REVENUES OVER (UNDER) EXPENDITURES</u>	(30,348)	(13,982)	-	(44,330)
<u>FUND BALANCE, July 1</u>	<u>120,862</u>	<u>33,082</u>	-	<u>153,944</u>
<u>FUND BALANCE, June 30</u>	<u>90,514</u>	<u>19,100</u>	-	<u>109,614</u>

The accompanying notes are an integral part of these financial statements.

BENNETT SCHOOL DISTRICT NUMBER 29-3
CORRIDOR COMMUNITY ACADEMY - CHARTER SCHOOL
COMBINING BALANCE SHEET
 June 30, 2009

	<u>Special Revenue Fund</u>			
	<u>General Fund</u>	<u>Capital Reserve Fund</u>	<u>Grants Fund</u>	<u>Total</u>
<u>ASSETS</u>				
Cash	51,276	7,156	-	58,432
Accounts Receivable	49	-	-	49
<u>Total Assets</u>	<u>51,325</u>	<u>7,156</u>	<u>-</u>	<u>58,481</u>
<u>LIABILITIES AND FUND BALANCES</u>				
<u>LIABILITIES</u>				
Accounts Payable	7,678	-	-	7,678
Accrued Salaries & Benefits Payable	27,164	-	-	27,164
Deferred Revenue	-	-	-	-
<u>Total Liabilities</u>	<u>34,842</u>	<u>-</u>	<u>-</u>	<u>34,842</u>
<u>FUND BALANCE</u>				
Reserved for:				
Emergencies	16,483	2,817	-	19,300
Capital Outlay	-	4,339	-	4,339
Unreserved Reported in:				
General Fund	-	-	-	-
<u>Total Fund Balances</u>	<u>16,483</u>	<u>7,156</u>	<u>-</u>	<u>23,639</u>
<u>TOTAL LIABILITIES AND FUND BALANCES</u>	<u>51,325</u>	<u>7,156</u>	<u>-</u>	<u>58,481</u>

The accompanying notes are an integral part of these financial statements.

BENNETT SCHOOL DISTRICT NUMBER 29-J
CORRIDOR COMMUNITY ACADEMY – CHARTER SCHOOL
COMBINING STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES
For the Year Ended June 30, 2009

	<u>Special Revenue Fund</u>			<u>Total</u>
	<u>General Fund</u>	<u>Capital Reserve Fund</u>	<u>Grants Fund</u>	
<u>REVENUES</u>				
Local Sources	24,447	-	2	24,449
State Sources	-	9,178	-	9,178
Federal Source	-	-	6,892	6,892
Allocation from Bennett School	609,405	-	-	609,405
Allocated Fund Revenues	<u>(28,878)</u>	<u>28,878</u>	<u>-</u>	<u>-</u>
<u>Total Revenues</u>	<u>604,974</u>	<u>38,056</u>	<u>6,894</u>	<u>649,924</u>
<u>EXPENDITURES</u>				
Instruction	<u>415,149</u>	<u>-</u>	<u>6,894</u>	<u>422,043</u>
Support Services:				
Pupil Services	-	-	-	-
Instructional Staff Services	-	-	-	-
General Administration	18,322	-	-	18,322
School Administration	93,973	-	-	93,973
Business Services	32,740	-	-	32,740
Operations & Maintenance	64,442	50,000	-	114,442
Pupil Transportation	36,740	-	-	36,740
Central Support	15,704	-	-	15,704
Food Services	1,935	-	-	1,935
Capital Outlay	-	-	-	-
<u>Total Support Services</u>	<u>263,856</u>	<u>50,000</u>	<u>-</u>	<u>313,856</u>
<u>TOTAL EXPENDITURES</u>	<u>679,005</u>	<u>50,000</u>	<u>6,894</u>	<u>735,899</u>
<u>REVENUES OVER (UNDER) EXPENDITURES</u>	(74,031)	(11,944)	-	(85,975)
<u>FUND BALANCE, July 1</u>	<u>90,514</u>	<u>19,100</u>	<u>-</u>	<u>109,614</u>
<u>FUND BALANCE, June 30</u>	<u>16,483</u>	<u>7,156</u>	<u>-</u>	<u>23,639</u>

The accompanying notes are an integral part of these financial statements.



Mapleton Public Schools

April 8, 2010

Dear BEST Board of Directors:

The intent of this letter is to request a reduced match from 41% to 20% for Mapleton Public Schools. There are many important reasons why we believe the BEST board should consider a reduced match amount, many of which are tied to our challenging demographics and local economic conditions.

These are the facts:

- Mapleton's assessed value is skewed by a number of major commercial properties in the south end of our 25-square-mile district. This distorts the ratios and masks the financial realities of this small urban community.
- Our district has had some of the highest unemployment and foreclosure rates in the Denver Metro Area for both 2008 and 2009.
- Almost 70% of the students in our district receive free and reduced lunch.
- More than 60% of Mapleton's students are learning English as their second language. This percentage continues to increase.
- A significant percentage of parents with children in the Mapleton Public Schools are not registered to vote, or are inactive voters. This is not for a lack of effort on the part of the district as well as previous campaigns to promote voter registration.
- Many of our parents simply cannot vote on the district's ballot measures given their citizenship status.

Our district faces many of the same demographic and economic challenges that our peer districts face, yet our 2009 match amount is significantly higher. Adams 14 is an excellent example. Their student population is very similar to that of Mapleton School District, yet their current match is 14% and our match is 41%.

ADAMS 14	Adams County	14%
WESTMINSTER 50	Adams County	24%
BRIGHTON 27J	Adams County	35%
ADAMS 12	Adams County	38%
MAPLETON	Adams County	41%

We strongly believe that reducing Mapleton's match from 41% to 20% more accurately and equitably aligns the county's demographics and school district needs.

We are confident that with a reduced match our district will be in a position to obtain voter-approval for the required match and allow us to meet our highest priority facility needs.

Our confidence in our success at the polls is driven not only by the more favorable match and the persuasive messaging tied to it, but also by (1) the local business community's support for the proposed bond issue, (2) the more favorable voter demographics of a general election, and (3) a package of facility improvements that will generate stronger turnout and support from our base (parents, staff) and swing voters.

Attached are supporting documents that outline Mapleton's financial condition and the need for a reduced match. Also attached is a letter from George K. Baum & Company which provides further insight into how the voter demographics for November 2010 are much more school-friendly than the 2009 demographics.

Thank you for your consideration and ongoing support,

MAPLETON PUBLIC SCHOOLS

Charlotte Ciancio

Charlotte Ciancio
Superintendent, Mapleton Public Schools

Attachments

Given the previously failed attempts, why should the BEST Board approve another significant award for Mapleton Public Schools?

Three consecutive failed bond attempts have exposed the significant disconnect between what a community wants for its children and what is possible and affordable.

- Mapleton's property wealth at the south end of this 25 square mile District skews assessed valuation by the presence of large businesses such as Xcel Energy. This distorts the ratios and masks the financial realities of this small urban community. Hidden beneath the numbers is the startling realization of the challenges facing Mapleton Public Schools.
- According to a Denver Post report, the main zip code within the District - 80229 - maintains the highest unemployment rate and highest foreclosure rate in the metro area for both 2008 and 2009.
- The Federal census data of 2006 identifies the Mapleton community at approximately 17% poverty while nearly 70% of the children receive free and reduced lunch. Other Districts have a much closer alignment between the two data points.
- Over 60% of Mapleton's children are learning English as their second language and the numbers increase annually. The overwhelming majority of families attending Mapleton Public Schools are not registered to vote or unable to vote. Thus causing the district to rely on the senior citizen and business community vote to support the school district's efforts.
- Centralized within the Adam's County Enterprise Zone, the citizens and business owners have come to depend on the low tax rate. Approving override issues and Bond questions have been challenging. The negative campaign launched in 2008, severely impacted the results of the 2009 election.

What will be different in a 2010 election?

- A once contentious situation, business owners have now demonstrated strong support for the Master Plan and have committed funds to run a strong 2010 campaign.
- The senior citizen community, the majority "no" vote in the District, now supports the Master Plan and better understands the BEST opportunity.
- Per GK Baum analysis (see attached), off-year elections have proven low voter turnout. 2010 promises a larger, more school-friendly voter turnout.
- The District intends to include a broader scope of projects within the Bond question as opposed to the single site approach last year to gain voter support. An example includes adding the York International project to the Bond question, energizing the most active parent community in the District.

How does Mapleton Public Schools' match compare to neighboring districts?

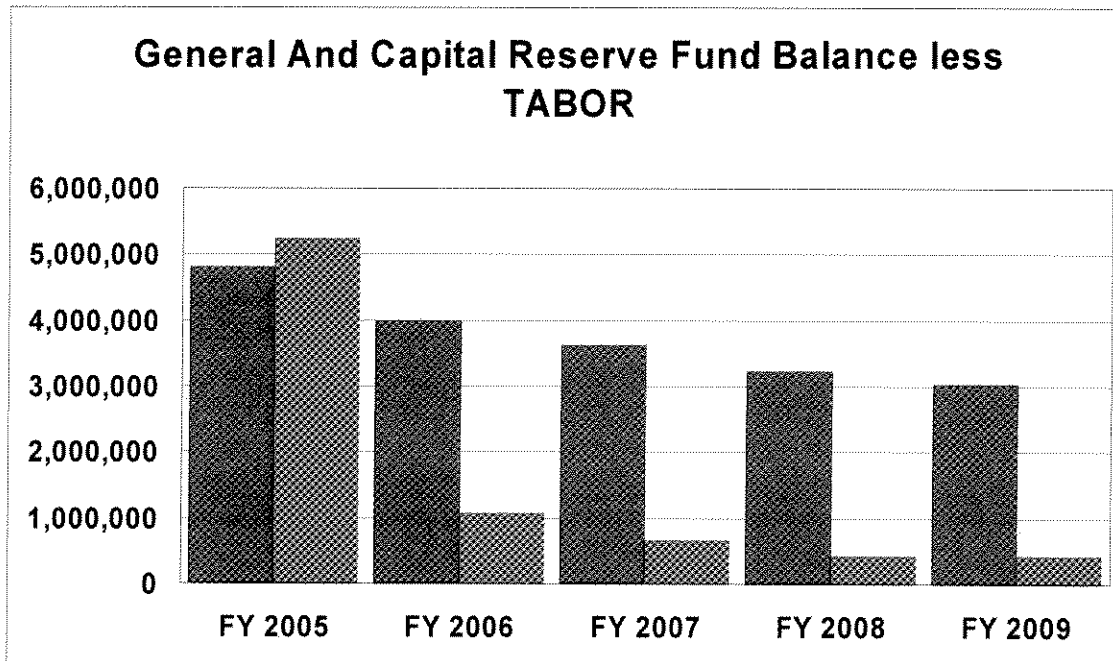
ADAMS 14	Adams County	14%
WESTMINSTER 50	Adams County	24%
BRIGHTON 27J	Adams County	35%
ADAMS 12	Adams County	38%
MAPLETON	Adams County	41%

The community within Adams 14 has a very similar student population to the Mapleton Schools. Reducing Mapleton's match to 20% more accurately and equitably aligns the county's demographics and school district needs.

The information that follows provides Mapleton's financial picture and clarifies the significant need for the need to leverage the coupling of a reduced match with the passage of a much needed bond. Without this pairing, Mapleton has no hope for the promise of quality facilities.

The general fund and capital reserve fund balance, if applicable, and an explanation of why they are at that level (do not include TABOR Reserves)

The FY 2009 General Fund balance (audited) is \$4,301,228. The historical General Fund balance is shown below:



The Capital Reserve balance in 2005 is a reflection of the Certificate of Participation carryover that paid for the addition to what is now Welby Montessori School.

The General and Capital Reserve fund balances are at their lowest point in two decades. The District Board of Education determined that the fund balance cannot fall below the amount in FY 2009, and set policy limits to keep the balance at an amount equal to 10% of the General Fund operating revenue. This amount ensures the district has enough cash on hand to meet payroll during February. There is no excess fund balance available to fund capital projects for the foreseeable future.

Commitments to the capital reserve fund, showing why the capital reserve fund cannot be used to fund the matching contribution

Of the \$2,169,175 allocated to the Capital Reserve fund for FY 2010, \$1,435,450 is committed to ongoing, long-term debt, as shown below:

- \$417,250 to fund a Certificate of Participation that was used to add space to what will be Welby Montessori school to accommodate that program.
- \$302,650 to fund modular additions to Global Leadership Academy and Valley View K-8 to accommodate their change to K-12 and K-8 schools, respectively.
- \$175,350 to fund technology upgrades approved by District voters through a mill levy override passed in 2000.
- \$430,000 to fund Energy Performance Contract upgrades to lighting and other District systems, paid for through utility savings.
- \$110,200 for modular classroom and bus leases.

Of the remaining \$733,725, in operating revenue allocated to Capital Reserve, \$622,379 is dedicated to District capital improvements, such as roofing repairs, painting, signage, plumbing, paving, security and electrical.

Bond history including an explanation of factors contributing to the decision to pursue or not pursue a bond issue and factors contributing to past bond issue failures and successes

The District passed its last bond election in 1993. In 1999 the District waged a losing election for a mill levy override, which passed in 2000. Most recently, the District has mounted a bond election in 2007, 2008 and 2009, all of which have lost by narrow margins. The November 2009 election was defeated by 52 votes.

There are a number of factors which contributed to Mapleton's loss at the ballot box in November:

- The large percentage of elderly residents who live on fixed incomes and currently have no children in Mapleton schools;
- The narrow focus of the 2009 election which may have limited positive responses from portions of the community not slated to receive benefit from the bond;
- The difficult economic conditions of Mapleton, one of the hardest hit in terms of unemployment and housing foreclosures in the entire Metro area;
- The relatively low wages of district residents; and
- A significant number of undocumented and/or legal residents who are not eligible to vote.

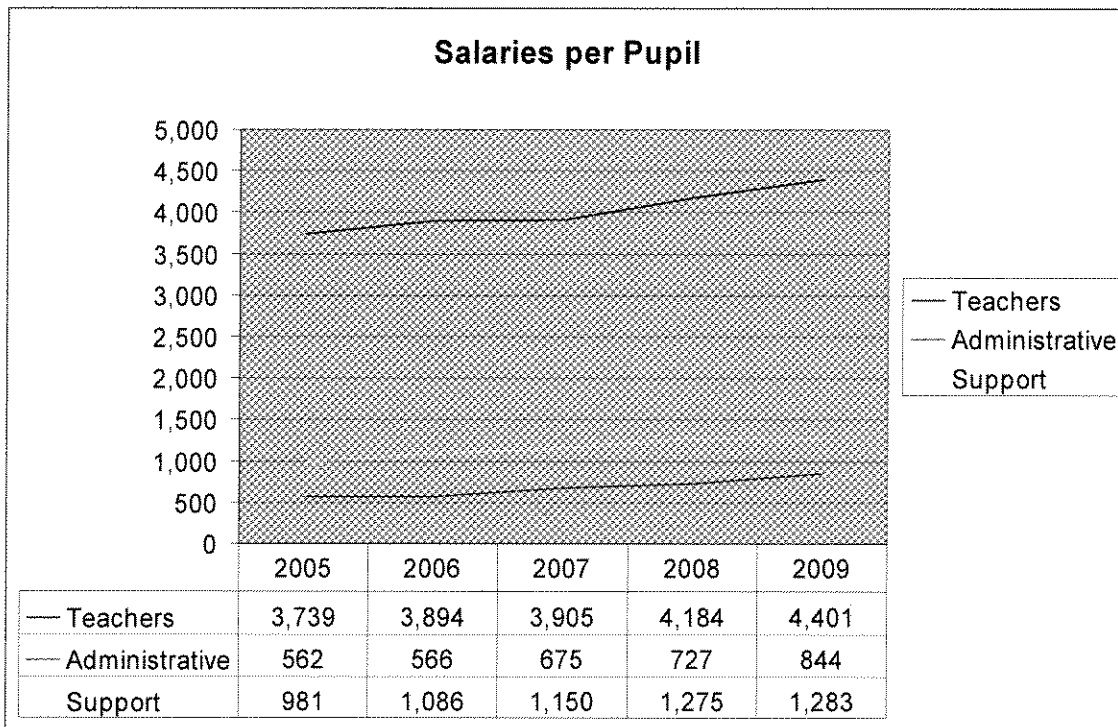
Changes in insurance costs

The table below outlines the changes in health insurance premium costs for the past several years:

FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
\$214.07	\$243.46	\$247.70	\$277.18	\$321.05	\$374.98	\$391.21	\$410.89
	13.73%	1.74%	11.70%	15.83%	16.80%	4.33%	5.03%

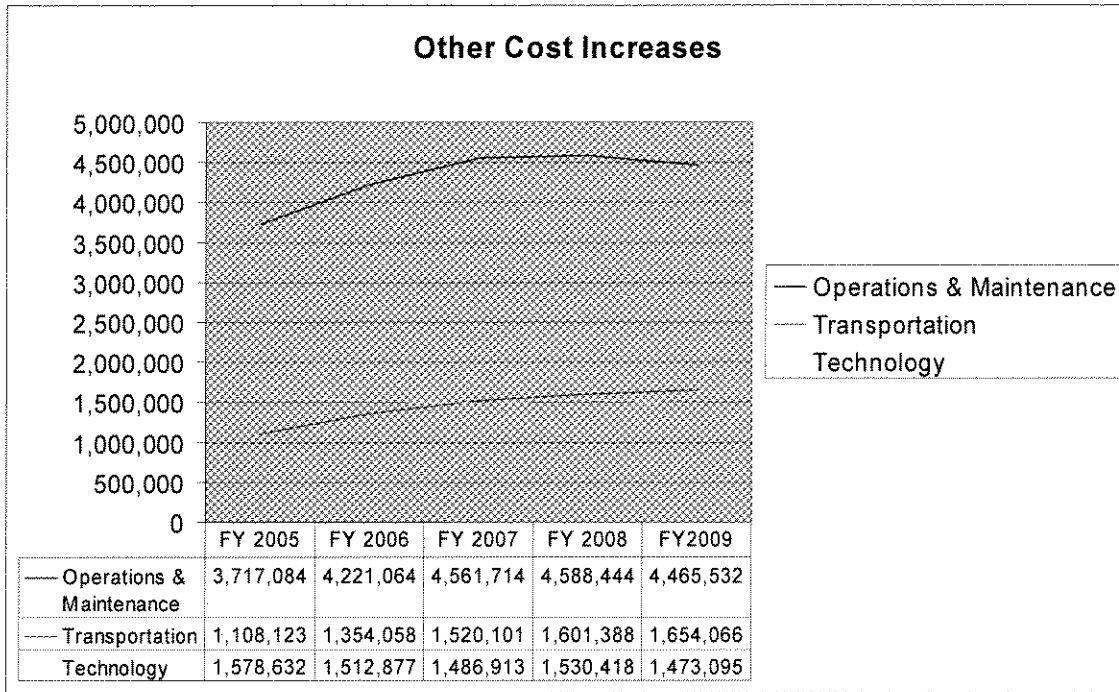
Since 2002, district premium costs have increased by 69.16%

Changes in salaries



Salaries and benefits were kept artificially low from 2006 to 2008 due to the number of teachers and administrators paid through the Gates Foundation Grant. Once the grant ended, these staff members were picked up by the General Fund. In FY 2010, all staff members took a freeze in pay through April of 2010.

Other increased expenses

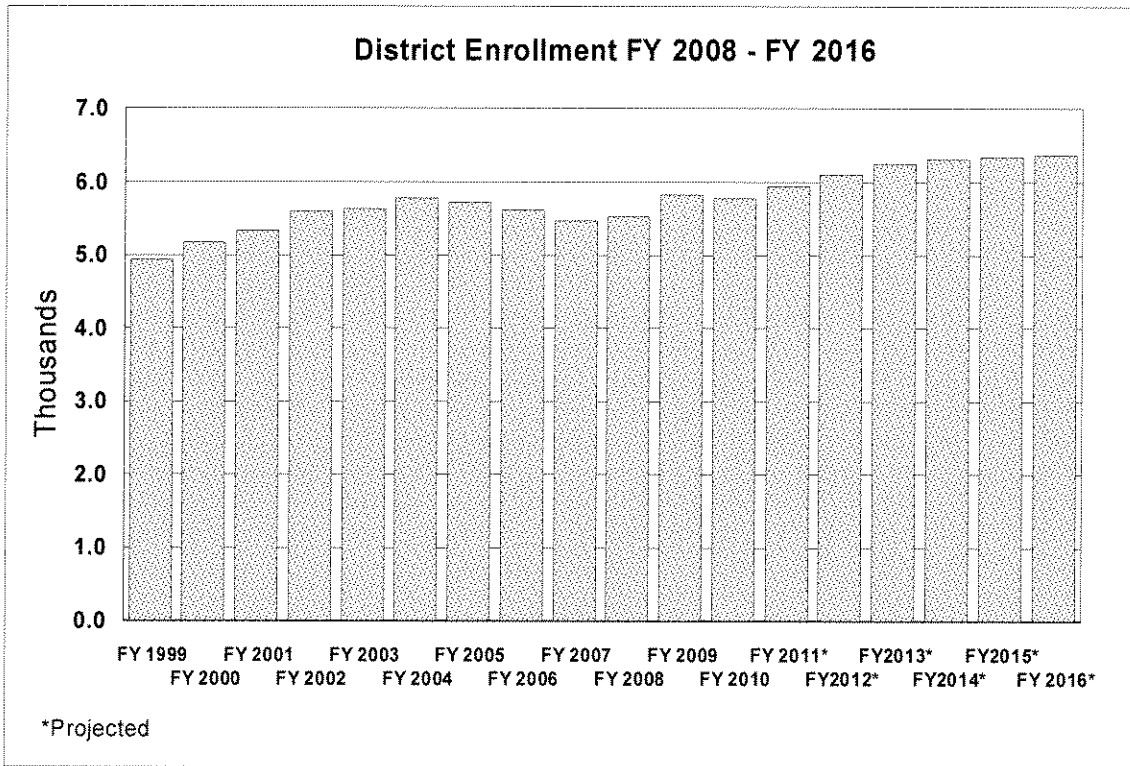


The District has increased its expenditures in Operations and Maintenance, primarily due to rising utility costs. The District’s buildings are more than 50 years old, and are not highly efficient with respect to heating and cooling – our major costs. The District did implement an Energy Performance contract 10 years ago, and enjoys cost savings of \$140,000 per year in lighting upgrades. But tackling the remaining inefficiencies was beyond the scope of what could be implemented.

Transportation costs have increased under the Choices for Learning program. The District transports students to their school of choice when they live outside one mile of the school.

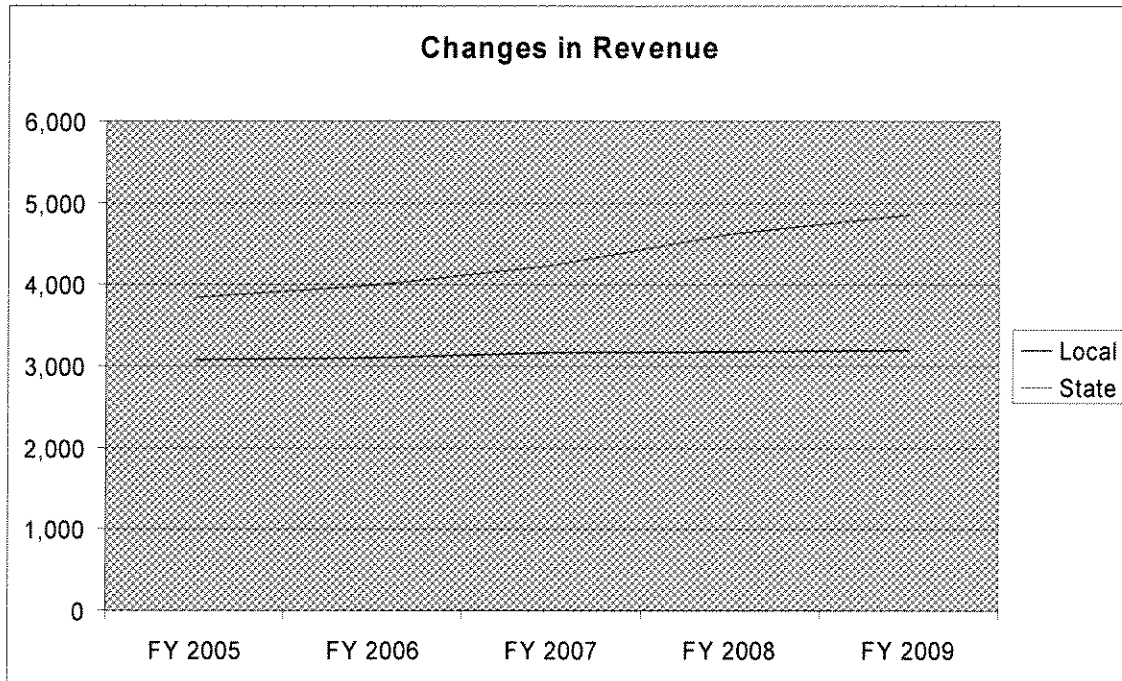
Technology expenditures have stabilized over the years, but really did not exist until 1990.

Changes in enrollment



The District continues to see a small, but steady increase in enrollment. This chart does not reflect the addition of the New America School to the District’s portfolio, which will add an additional 500 students in FY 2011. Other additions to the portfolio are also being considered.

Changes in revenues



Under Amendment 23, District revenues have generally increased by the amount of inflation plus growth. However, in FY 2010, the District experienced its first rescission of funding in several years, and FY 2011 is expected to see an 8% decline in Public School Finance Act funding.

Additional projects undertaken or additional projects which are budgeted or are being saved for

The District does not anticipate having more than \$700,000 available for capital projects in FY 2011 – the same amount as FY 2010. This money is being set aside for projects identified through the District site walkthrough, scheduled in April. One item already identified is the replacement of a school bus. The District maintains the second-oldest fleet in the Front Range and cannot delay replacing at least one bus this coming year. In addition, the movement of Highland Montessori to the Welby New Technology site, outlined in the Master Plan, requires the addition of a preK-6 grade playground, expected to cost \$100,000. Other site improvements and equipment will be identified at a later date.

Recent unexpected maintenance to facilities or equipment

There were no unexpected maintenance issues in FY 2009 or to date in 2010.

List of projects done this year

There have been two major projects completed this year:

York Modular Installation

Due to the addition of 11th grade students at a site that's already over it's capacity, the District installed two modular classroom units. The project included extensive site prep, placement, electrical and other modifications. The total project cost came to \$77,248.

North Valley School for Young Adults

The District opened a new school in FY 2010. This school serves our 17-21 yr-old student population that has dropped out or is at high-risk of dropout. The District remodeled a small gymnasium to accommodate approximately 50 students. First-year enrollment was 57. The total cost of the remodel was \$69,772.

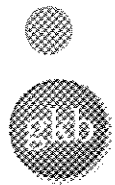
Planned maintenance or equipment replacement

At this point, most equipment replacement cycles are on hold. The District still conducts routine site maintenance and has budgeted the following in FY 2010:

Bertha Heid Site Improvements	500
Monterey Site Improvements	3,772.55
Global Leadership Site Improvements	166,000
York Site Improvements	77,248.53
Skyview Site Improvements	113,958.21
MHS Site Improvements	80,000
HVAC Site Improvements	25,000
Painting Site Improvements	15,900
Roofing Site Improvements	30,000
Signage Site Improvements	30,000
Plumbing Site Improvements	15,000
Paving Site Improvements	30,000
Security Site Improvements	5,000
Electrical Site Improvements	30,000

Busses and other capital purchases

The District did not purchase or lease any new busses in FY 2010. We are investigating the need for new busses in FY 2011.



March 26, 2010

Dear BEST Committee:

If Mapleton Public Schools receives a BEST grant, there is a very strong likelihood that voter approval of the required match can be obtained. There are three important reasons why we believe this to be the case: 1) the demographics of the electorate in November 2010 will be much more favorable relative to 2009, 2) key business leaders will remain strongly behind the measure if a matching grant is in place, 3) turnout and support from the district's base should be stronger because the proposed bond package would benefit a larger number of schools, and 4) a very strong campaign will again be implemented.

Approximately 42% of the Mapleton's electorate that cast their vote in November 2009 was over the age of 60. This percentage is projected to drop to less than 25% for the November 2010 election. The electorate that shows up for the gubernatorial election will include a higher percentage of parents, renters, Democrats and unaffiliated voters—a good thing when it comes to passing tax-related referenda. If the demographics of the turnout in November 2009 were similar to the projected 2010 demographics, the bond issue would have passed. Remember, the bond ballot issue failed by only 52 votes out of 3,678 votes cast.

Last year voters also were cautious given an opposition campaign that had been mounted in 2008. That year, Mapleton Public Schools placed a bond issue on the November ballot (with no match in place). During this campaign, a group of local business owners retained a campaign consultant and spent an estimated \$50,000 to defeat the bond issue. The opposition campaign spent monies on direct mail, print ads, a billboard, CNN crawler advertising and robocalls in an effort to convince voters that passage of the bond issue would result in a 150% tax increase (rather than the 33% actual increase).

Following the strong opposition campaign in 2008, the district and its investment banking team sat down with leaders of the business community to explain the tax impact and the benefits of the BEST grant. Following this effort, those business leaders who had previously opposed the bond issue were now in strong support. In fact, one of the biggest opponents in 2008 became one of the "pro" campaigns largest donors and advocates.

The bond package that Mapleton Public Schools is proposing for 2010 positively impacts a larger number of schools and consequently will strengthen support from the district's base (parents and employees of the district) as well as motivate a larger percentage of parents—who might otherwise sit on the sidelines—to participate in the election.

Similar to 2009, a very strong campaign will be implemented this fall if a BEST grant is obtained. The campaign will include strong grassroots organization, targeted direct mail, extensive canvassing, print ads, yard signs, phone banks, honk-and-wave efforts and other community outreach strategies. A special effort will be placed on targeting swing voters.

Ongoing consultation and guidance will be provided by George K. Baum & Company's banking and in-house election team, Rick Reiter of Reiter & Associates and Dr. David Hill of Hill Research Consultants.

George K. Baum & Company has been involved with hundreds of successful bond ballot issues in Colorado and nationally. The firm's banking team, election specialists, copywriters and graphic designers will be available to the 2010 Mapleton campaign committee to assist with campaign branding and messaging, direct mail, timelines and budgets, canvassing maps, print and mail oversight, and other election-related services.

Mr. Reiter is one of Colorado's most experienced public affairs and campaign strategists. He has a 102-18 win-loss track record when it comes to local bond issues and statewide referenda. Mr. Reiter served as campaign manager for Referenda C&D and is currently working to defeat Amendment 60, Amendment 61 and Proposition 101. He will be involved with voter identification and ongoing strategy/consultation.

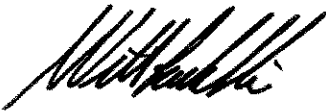
Dr. David Hill is one of the nation's most experienced pollsters when it comes to tax-related referenda. He has worked with more than 30 Colorado school districts and has done an extensive amount of polling on behalf of Mapleton School District in recent years. Dr. Hill will be involved with issue framing and messaging as well as swing voter targeting as part of the 2010 Mapleton campaign.

The political issue committee formed to advocate on behalf of the passage of Mapleton School District's bond ballot issue will have access to George K. Baum & Company's election team as well as Rick Reiter and Dr. David Hill at no cost. This will significantly stretch the campaign's budget and allow campaign funds to be focused on direct mail, print ads and other campaign communications.

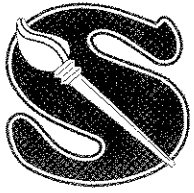
Our campaign strategists often say that "when you go is as important as what you ask for." This was definitely the case for Mapleton School District in 2009. Even with a very favorable BEST match and strong campaign, the district faced an uphill battle last year given the high concentration of voters over the age of 60. This will not be the case in 2010, and will result in a much different outcome.

Sincerely,

GEORGE K. BAUM & COMPANY



Todd Snidow
Senior Vice President
Manager, Colorado K-12 Finance Group



Sheridan School District No. 2

Teach It. Learn It. Demonstrate It.

March 31, 2010

Colorado Department of Education
Capital Construction Assistance Board
Grant Application for BEST Funding

RE: Hardship Letter

Dear Capital Construction Assistance Board of Directors,

For several years, Sheridan School District #2 has been working towards a goal of ensuring not only quality education but quality facilities. We have leveraged funds in the past and have secured Capital Construction Grants to help with our numerous facility needs. Sheridan School District serves students with many hurdles. 84% of our students are on free and/or reduced lunches through the national school lunch program. 10% of our student population is homeless. English is a second language to 41% of our students. With hard work and the support of voters in our community, we held a successful bond election in November, 2006, passing a bond of \$12.865 million. At that time, our community would only support \$12.865 million in projects presented even though the needs far exceeded this amount.

While we are not at our current bonding capacity, we know our community will not support another bond election. Meetings with our Long Range Planning Committee which consists of several community members were emphatic about not supporting another bond initiative at this time due to the burden the community bares for the River Point Project. The City of Sheridan began the River Point project the same year the district had a bond initiative on the ballot. The City supported the school by not competing with their own bond initiative and found a different avenue to fund this project. Community members are presently paying higher sales and Public Improvement Fee (PIF) taxes to repay the project. This development replaced the metro area landfill that had plagued the community of Sheridan for years.

Michael Clough,
Superintendent

P.O. Box 1198
Englewood, Colorado 80150
Tel: (720) 833-6617
Fax: (720) 833-6650

The state assessment has provided the district with valuable information, however, the district felt it necessary to contract with a professional firm that would help us with a Facilities Master Plan to address our deficiencies and to take the steps required to make improvements. Through this process it was determined that our facilities are going to require extensive renovation/repair in the coming years. The Board of Education has agreed to provide a match of \$2.75 million for the three projects submitted, pulling from our general fund balance and our capital reserve fund balance. The Board of Education would pay 100% of the match for all three cash grants. We would pay \$256,983 for Alice Terry Elementary, \$285,984 for the Sheridan High School, and \$205,023 for the systems grant. This would allow us to match 7% on the COP grant in the amount of \$2,002,010. This money will come from our general fund ending fund balance and our capital reserve fund. \$2,568,602 will be used from the general fund and the remaining \$181,398 will come from the capital reserve fund. If the district is able to provide additional funds on the COP grant a larger match will be made.

General Fund balance reserves carried over from the previous year cannot be used to fund the matching contribution:

Estimated Fund Balance at 6/30/10	6,731,100
TABOR Reserve (mandated)	(474,200)
Accrued Salaries (approved by BOE)	(2,681,220)
Multi Year Contracts (approved by BOE)	(156,130)
4% Emergency Reserve (approved by BOE)	(562,615)
Required Recession Reserve (CDE)	<u>(288,333)</u>
Fund Balance prior to Match for BEST	2,568,602
Less Best Matching Dollars (BOE)	(2,568,602)
Remaining Excess Fund Balance	0

Estimated Capital Reserve Fund balance ending fund balance 6/30/10 if all the district needs could be met:

Beginning Fund Balance plus Current Transfer in 7/1/09	1,234,321
Expenditures & Encumb. already entered into 3/31/10	(389,707)
Best Grant Match COP (new 3-8)	(181,398)
Security Cameras District Wide	(39,350)
Security Cameras for Buses	(20,360)
HS Drainage to eliminate water infiltration to bsmnt	(25,000)
HVAC Repair/Replacement HS Basement	(245,000)
DDC Controls for District HVAC system	(60,000)

Replacement Lighting at Stadium	(120,000)
Clean up of Grounds Where Modulares are at HS	(125,000)
Ending Fund Balance if all projects could be done	28,506

The voters of Sheridan Schools historically have been supportive of bond issues and mill levy overrides. Both community and parental support are vital to projects and student success, and even in these difficult financial times, they remain supportive of district goals.

Most recent bond issues:

- 1997 Replace electrical wiring, improving water pressure at Alice Terry Elementary, replacing boiler system at Ft. Logan Elementary, and technology upgrades. \$7,475,000
- 1997 Taxable bonds to establish an "endowment fund" for technology purchases that directly benefit education. \$4,075,000
- 2006 Built additions and remodeled existing buildings to eliminate modular classrooms and put in HVAC units in all the buildings. The bond proceeds were used as matching funds for a capital construction grant from CDE. \$12,865,000

Our most recent assessed valuation for 2010 was \$158,159,050 with bonding capacity of \$31,631,810. Our current outstanding principal for our bonds is \$20,435,000. Our bond payments vary on an annual basis.

Our payments for the next three ensuing fiscal years are as follows:

- 2010 – 1,540,010
- 2011 – 1,539,398
- 2012 – 1,536,958

Mill Levy Override Ongoing:

- 2001 Capital Improvements and employee compensation. \$1,000,000
- 2006 Went to the voters for another override, however, the initiative did not pass.

Additional unexpected costs and/or increased operating costs that make it financially impractical or impossible to provide additional matching contributions are:

Increase in retirement costs	94,980
Increase in Property/Liability Insurance	18,463
Purchase of a School bus	122,000
Step Increase for Employees	318,207
Increase in Health Insurance	66,100

Fire Code Upgrades at HS	15,000
Repairs to Intercoms district wide	48,365
Dishwasher replacement at AT	9,800
Locker Repair/Asbestos Cleanup	7,400
Replacement Decking/District Modulars	64,575
Upgrade/Security Improvement to Parking Lot	37,135
Waterline Replace/Repair at MS	127,000
Gas Line Repair at FL	<u>22,100</u>
	802,025

These expenditures are either paid for by our general fund or capital reserve. These were unexpected challenges that arose this past fiscal year that could not be ignored and had to be addressed immediately in order for learning to continue, employees to be safe, and to meet code violations. There are also ongoing costs that historically have increased every year around employee compensation. The one known increase is the rise in PERA contribution.

Our district match has been set at 24%. Our Board of Education has committed to \$2,750,000 as a potential match for all four projects and specifically, \$2,070,008 for the COP Grant. We respectfully request your consideration for a waiver of the remaining funds. Your consideration of our request is greatly appreciated.

Sincerely,



Michael Clough, Superintendent



Bob Selle
Executive Director

Archie Neil
Special Education Director

Todd Fenhaus
Fiscal Services Director

Brian Bylund
Technology Director

April 7, 2010

Ted Hughes
Public School Finance, Capital Construction
Colorado Department of Education
1525 Sherman St., Suite B-17
Denver, CO 80203

RE: BEST Funds Hardship Letter

Dear Mr. Hughes:

Pikes Peak BOCES is excited to submit its application for replacement funds targeted at our School of Excellence. This school serves 100-120 special needs students from El Paso, Elbert, Fremont and Teller Counties through four programs. All students have multiple handicapping conditions, emotional, behavioral and/or physical, and are at risk. The facility also hosts a community nonprofit which provides durable medical and physical assistance equipment to clients with disabilities.

The School of Excellence has significant needs in the areas of ADA, safety and security, which we hope to correct through the attached BEST application.

As you know, BOCES exist as an arm of the Colorado Department of Education. They provide services to small urban and rural districts with few resources. As such, Pikes Peak BOCES has no taxing authority or tax base. All operating, capital and maintenance funds are derived from member/associate member fees (20%) and tuition (80%). Funding for program operations is the fiscal priority with few funds available for major capital projects. **It is not possible for BOCES to provide the matching funds required by the BEST grant.** We expended some funding to hire an architect who helped us with a master facility plan. The plan has formed the basis for our current funding request. The small remaining capital set-asides must be retained for ongoing building maintenance.

I am happy to discuss these issues further with you and your staff. Thank you for your in-depth consideration of our application.

Sincerely,

Robert Selle
Executive Director

Members:

- Big Sandy #100J
- Calhan RJ1
- Charter School Institute
- Edison #54JT
- Elbert #200
- Ellicott #22
- Hanover #28
- Miami-Yoder #60JT
- Peyton #23JT

Associate Members:

- Academy #20
- CS School District 11
- CO School for the Deaf & Blind
- Falcon #49
- Fountain #8
- Harrison #2
- Lewis Palmer #38
- Ute Pass BOCES
- Widefield #3

PPBOCES Superintendents Advisory Council
4825 Lorna Place
Colorado Springs, CO 80915

March 31, 2010


Mr. Bob Selle:

As the Pikes Peak BOCES Superintendent's Advisory Council (SAC) chairwoman, I am pleased to write this letter of support on behalf of the 18 Member and Associate Member School Districts. As a unit, we are excited and committed to support the Pikes Peak BOCES B.E.S.T. grant for a new facility to house the unique programs offered at the School of Excellence.

As clearly defined in the grant application, a new facility to house these much needed and vastly used programs is a must. The current facilities are clearly unsuitable and inadequate to meet the needs of these students let alone the requirements. The programs offered in the School of Excellence demonstrate the collaborative partnership amongst our Districts to provide the best alternative educational programs available to our students who cannot be housed within our own school walls. However, we strongly believe these students deserve a facility that not only supports their unique needs, but also is a safe nurturing environment that meets 21st Century Learning Skills.

Our group is committed to seeing this project through to fruition and ensuring our students have adequate facilities to meet their needs. Again, on behalf of our group, as a School Superintendent, and as a representative of the many students served by this program, I highly encourage you to consider the request by the PPBOCES to fund their project. We appreciate having the opportunity to seek funding that would otherwise not be available for such a project.

Sincerely


Kelli R. Loflin
PPBOCES SAC Chairwoman



Boulder Valley
School District
Excellence and Equity

Horizons K-8 School
Burke Campus

4545 Sioux Drive
Boulder, Colorado 80303
303-447-5580

April 9, 2010

Colorado Department of Education
Capital Construction Assistance Board
1525 Sherman St. Suite B-17
Denver CO 80203

RE: Hardship Request for Reduction of Required Match

To Whom It May Concern:

Horizons K-8 School has submitted an application for a Building Excellence in Schools Today (BEST) Grant for the renovation and redevelopment of our aging facility. The current required matching fund contribution for Horizons is 60% or \$4,937,576 of the \$8,229,294 needed to fund the project in its entirety. We bring to the project a match of 41%. We respectfully request a waiver for the remaining 19%. Your consideration of this request is met with our continued commitment to seek additional funding opportunities that can supplement the \$3,350,000 already allocated for this project through existing bond financing of \$2,437,500, a Bond Surplus Funds Allocation of \$900,000, and a community pledge of \$12,500.

The majority of our matching monies were secured through a local bond. In 2006, the voters of Boulder Valley School District (BVSD) approved a bond benefitting every public school in the district. The initial funding assigned to Horizons K-8 School through the bond was \$2.5 million. The District noted, however, that, "The final determination of overall campus improvements will be determined as the charter school completes its facility master plan (*Educational Facilities Master Plan 61*)."

After the Horizons K-8 School Master Plan was developed by BVSD-selected SLATERPAULL Architects, it became strikingly clear that the allocation for our project was grossly inadequate to fund the renovations and additions necessary to ensure our facility would be in compliance with the criteria established for K-8 schools in the BVSD's *Educational Facilities Master Specifications for K-8 Schools*. As a result, the Master Plan was divided into Phases One and Two, with \$2.5 million designated to funding Phase One. The financing needs of Phase One exceed the funds appropriated through the bond; as a result, Horizons and the District requested an additional \$900,000 from the Citizen's Bond Oversight Committee (CBOC) on April 1, 2010 in order to complete the first phase of our project. The request was approved and is awaiting formal ratification from the Boulder Valley Board of Education on April 13.

In the Master Plan, funding for Phase Two is dependent on the passage of a future bond, however remote and unlikely. Unfortunately, our immediate need in numerous areas of health and safety cannot be entirely addressed through Phase One and our current inability to fund Phase Two places our students at continued risk and disadvantage. A BEST Grant award would enable us to fund our Master Plan in its entirety and allow our facility to be aligned with the minimum standards of health, safety, and educational suitability deemed acceptable by both the District's and the State's school facility construction guidelines. Furthermore, a BEST grant award significantly enhances the educational opportunities available to middle school students of our K-8 program who are currently housed in our elementary school building.

We offer in support of our hardship request the following reasons to approve a waiver:

- 1) Our initial local bond-funded project was profoundly under-assessed, critically limiting our matching funds contribution.
- 2) Current BVSD bond indebtedness eliminates the option of raising additional matching monies for this grant application through a future bond referendum.
- 3) Our school community is limited in the amount of funds it can further devote to facilities because of a competing project concurrently vying for funding.
- 4) Subsidizing our matching monies with funds from our general reserves and capital reserves would unduly burden the fiscal solvency of our school.
- 5) Our parents contribute a significant amount of money each year to keep core aspects of our program funded. Appealing to our parents to fund a pledge in excess of \$12,500 to approximate our matching percentage would create an excessive hardship for families already over-committed to numerous school fundraising efforts.

**In items below, brackets ([]) include references to a specific section of the Division of Public School Capital Construction Assistance 1 CCR 303-3 BEST Rules.*

- 1) *Our initial local bond-funded project was profoundly under-assessed, critically limiting our matching funds contribution [3.3.2.14].*

BVSD used a template to assess facility needs and award money in the 2006 Bond Program. Because Horizons K-8 School has a unique program, the template did not accurately reflect the needs of our school. When a master plan was created for our school in 2009, it became apparent that the costs associated with our facility's needs are more than triple what we were awarded through the Bond. Had our facility been more accurately assessed by the District before all the Bond monies were awarded, and had the assessment been more in line with the 70% Facility Condition Index (FCI) rating and 111% Colorado Facility Index (CFI) rating received through the Statewide Assessment, our project would have qualified for more funding (*Statewide Financial 111*).

Given the funding limitations of the Bond Program and the need to fund improvements in all BVSD schools, it is unlikely our project would have received full funding. However, it is likely that we would have been able to approach our matching percentage more easily.

Several factors contributed to the underassessment in the BVSD Bond Program. First, the information obtained by the District to create the funding model for our school was deficient. When compiling the Facilities Data Detail, most schools were given both a BVSD Facility Condition Score and a BVSD Program Compatibility Score. The average of these scores produced the Combined Score for the school. This Combined Score was used to assist in the development of the Master Planning project packages for each school (*Educational Facilities 29*). However, because of our school's distinct educational program, the District did not assign our school a Program Compatibility Score. Our school was one of three schools receiving a skewed Combined Score because of a missing Program Compatibility Score. "These schools were not evaluated for their program compatibility due to their unique program delivery. It was determined that application of adopted BVSD educational specifications was not applicable to their situation" (*Educational Facilities 30*).

Because BVSD did not have a mechanism in place to provide a metric for schools falling outside their conventional measures, our school's Combined Score was negatively impacted and was not an accurate depiction of our school's needs compared to other schools. In the State's Assessment, Horizons K-8 received a CFI rating of 111%. Because this rating reflects the condition needs, suitability needs, and energy audit needs of a facility, the State's rating is a more accurate reflection of our facility than BVSD's Combined Score. A CFI of 111% indicates our school's needs are much greater than the 52.2 % mean for BVSD schools and the 44.8 % mean for all State schools (*Statewide Financial Appendix 6*).

BVSD recognized that the Horizons K-8 project should receive more funding and identified the school's facility as a Priority 1 project of the Surplus Funds Allocation Process. The Surplus Funds Allocation Process is the District's review process for projects requiring additional funding from the Citizen's Bond Oversight Committee. From the BVSD Surplus Funds Request:

Because of its unique nature, it would have been impractical to conduct a Program Compatibility Assessment on the facility (Horizons) using BVSD's Educational Specifications as was done for other schools. For the purpose of including the school in the Educational Facilities Master Plan, a cursory evaluation of the school's programmatic needs was conducted with the intent to perform a more detailed program assessment at a later date. However, because no formal program assessment was conducted for the school, the scope of work in the Educational Facilities Master Plan was incomplete and underfunded. The Master Plan notes, 'The final determination of overall campus improvements will be determined as the charter school completes its facility master plan.' Now that a master plan

has been completed, the District has a more complete understanding of the school's programmatic needs and the scope of work and budget should be amended to support those needs (*Surplus Funds*).

The Bond Program staff, "including the Executive Director, Sr. Project Manager and Project Managers, consulted with cabinet members and District Operations and Maintenance staff to determine schools' needs", and petitioned the Citizens' Bond Oversight Committee, the board that administers the BVSD Bond Program, for an additional \$900,000 to fully fund Phase One of Horizons K-8 School's Master Plan (*Surplus Funds Request*). On April 1, CBOC approved the request for an additional \$900,000, after the Project Director of the BVSD Bond Program articulated Horizons' numerous unaddressed needs. This award represents over 35% of all the funds that were available through Surplus Funds Allocation Process.

Supplemental evidence supporting our assertion that the Horizons K-8 School facility project is underfunded comes from the condition score provided by BVSD not being consistent with the FCI provided by the State. Independent of the deficiency with the BVSD assessment and absence of a Program Compatibility evaluation, we contend that the one metric used to rate our facility and determine funding for our bond project is itself an inaccurate assessment of our facility condition.

A comparison of the 70.5% FCI score for our school signifies our school's facility needs are much greater than the average BVSD school, with a 38% FCI mean, and the average State school, with a 30.1% FCI mean. The BVSD-assigned Facility Condition Score for our school differs dramatically from the State's FCI score. In the District's ranking of projects, among the 52 BVSD schools, 16 schools have poorer facility scores than the 53% BVSD Condition Score given Horizons K-8 School. In contrast, the State's assessment ranks our school as one of the 3 schools with the poorest facility conditions in our District. The more accurate rating from the State Assessment can in part be attributed to the State's thorough evaluation of our school conducted over a comprehensive two-day investigation.

To summarize, not only was our BVSD bond project under-assessed and underfunded, the metric used to evaluate our project needs was faulty. These factors dramatically impede our ability to offer greater matching monies.

- 2) *Current BVSD bond indebtedness eliminates the option of raising additional matching monies for this grant application through a future bond referendum [3.3.2.3].*

Requiring our school to raise the additional \$1,587,576 needed to meet our matching contribution poses an excessive hardship since we cannot count on a future bond issue to generate funds for our matching percentage. We have full appreciation for the criteria used by the Capital Construction Assistance Board and the BEST legislation to establish the matching monies percentage. However, BVSD's current bond indebtedness eliminates the pursuit of a short-term bond referendum

as a funding option for additional matching monies. Clearly, pursuing a bond initiative for purposes of a matching fund in this particular situation is not viable.

The pattern for bonds benefiting BVSD charter schools indicates the large-scale bond necessary to provide a significant contribution to a matching percentage, or complete funding of our Master Plan, is extremely rare. The 2006 Bond Program dispersed funds according to facility needs. However, during the 1998 bond referendum, charter schools received funding based on a "fair share" formula. In accordance with this formula, the five BVSD charter schools shared a small percentage of the bond money, irrespective of need. "Charters receive an allocation of dollars from the 1998 referendum based on a 'fair share' formula developed after the 1998 referendum passed, and on promises made to the public... In 2002-03, Boulder Valley School District's charter schools 'fair share' of the 1998 referendum totaled nearly a half a million dollars." Of this, Horizons received a \$84,897 (*Referendum Expenditures*). Funds from previous bonds were unpredictably allocated and similarly inadequate to address sizeable needs.

It is difficult to ascertain from the historical overview of BVSD bond programs where school funding ranks among BVSD taxpayer priorities. However, the probability of another bond referendum being advocated by BVSD taxpayers during our current conservative economic climate is doubtful. Even if there were to be a reduction in BVSD bond indebtedness to the point a future bond referendum could be proposed, the likelihood of a referendum receiving public support is uncertain, particularly one significant enough to meet our project needs. Furthermore, it is unlikely that another local bond capable of addressing our facility needs would be feasible before more facility needs become gravely critical.

- 3) *Our school community is limited in the amount of funds it can further devote to facilities because of competing projects concurrently vying for funding [3.3.2.10 and 3.3.2.9].*

We recently embarked on a Technology Update Initiative to replace dated technology in the school. This initiative, while critical to our program, dilutes the fundraising opportunities we have when funding the competing objective of augmenting a matching fund. Our ability to fundraise and grant-write specifically for purposes of matching funds is compromised because of our need to ensure our school has the adequate technology to support our teachers and students.

At the beginning of the 2009-2010 school year, most of the computers being used in our classrooms were outdated, second-hand computers donated from the Boulder Valley School District in the summer of 2007, as they were preparing to replace computers at other District schools. A technology assessment by BVSD deemed our school's technology offerings as insufficient for our elementary school needs and woefully subpar in relation to the rest of the District's middle school programs. Our students were using aged and dated computer systems that were crashing ever more frequently. Our school also lacked the equipment necessary to access and utilize the fiber optic technology provided by the District and capitalize on the

technological advancements readily available as a supplement to educational instruction. The objective of our Technology Update Initiative is to address these critical areas of deficiency by purchasing new computer systems and other equipment to ensure that we meet the current technology needs of our students and teachers. To date, we have raised more than half of the nearly \$200,000 needed to fund the Technology Update Initiative through grants and fundraising.

Other projects our community is involved with include a solar energy initiative and a Garden-to-Table Project to support the BVSD lunch program.

- 4) *Subsidizing our matching monies with funds from our general reserves and capital reserves would unduly burden the fiscal solvency of our school [3.3.2.1].*

The student enrollment at Horizons K-8 School currently stands at 324 as per our Charter contract. For the school year 2010-2011 we are able to raise our enrollment to 332 as per our newly negotiated ten-year charter. Typically, K-8 schools in Colorado have a significantly larger enrollment and a more sizeable funding base. As a public charter school, our annual revenue is primarily related to our enrollment; on average, we operate with a \$2.5 million dollar District Budget (Horizons Council FY2009/2010). After we pay back roughly 20% of the budget to BVSD for overhead costs (human resources, legal, IT, etc.), 97% of the remaining funds go to pay salaries and benefits, leaving a meager operating budget. Horizons K-8 School has a unique governing body, Horizons Council, that operates according to our Bylaws and is open to all parents and teachers in our community. Council members make whole-school decisions, including how to raise and spend the Council Budget. We look to our generous and hard-working parents to annually raise an additional (average of) \$100,000 to supplement our District Budget with a Council Budget that pays for art and music instruction, technology, custodial support, office support, and scholarships for school-related activities (Horizons Council Budget FY2009/2010). After crucial programs and services are funded, we allot the remaining funds to our general reserves in both our District Budget and our Council Budget. Allocations of general reserve funds are recommended by our Finance Review Committee (Horizons Bylaws, Section IX) as per our Council Bylaws (Horizons Council Bylaws, Section VI).

Since 2006, new school leadership has strongly advocated fiscal prudence and investment in a solid reserve to safeguard against any unforeseeable expenditures. Over the past 4 years, judicious use of unrestricted funds and the limited capital construction monies we receive from the District has enabled us to fund the most pressing health and safety-related projects as they arise. Examples of recent projects undertaken include asbestos abatement, boiler replacement, removal of unsafe playground equipment, emergency plumbing repairs, and extensive kitchen renovations to address code non-compliance [3.3.2.11 and 3.3.2.12]. Depleting our reserves to provide more matching funds would greatly hamper our ability to independently meet small-scale health and safety-related needs, as well as unexpected fluctuations in paybacks to BVSD and changes in Per Pupil Operating Revenue.

In recognition of both our commitment to a fiscally sound budget and the unique value and success of our innovative and coveted program, the District took the unusual step of offering Horizons a ten-year charter renewal term in place of the usual five-year term. BVSD values the educational experience provided at Horizons and recently guaranteed that if we are awarded a BEST grant, the school could remain in its current premises for the duration of the 10-year charter until 2020, as opposed to the current year-to-year occupation agreement with BVSD. The security of a long-term agreement is of vital importance for us as a charter school.

Without an approved waiver, we would forfeit the unique opportunity for funding that a BEST grant would provide to undertake larger projects targeting health and safety issues, replace modular classrooms or tackle overcrowding issues at Horizons. While a BEST award is of utmost importance, we cannot jeopardize the fiscal solvency of our school in pursuit of additional matching funds.

- 5) *Our parents contribute a significant amount of money each year to keep core aspects of our program funded. Appealing to our parents to fund a pledge in excess of \$12,500 to approximate our matching percentage would create an excessive hardship for families already over-committed to numerous school fundraising efforts [3.3.2.14].*

Our community has always responded generously to our school's fundraising needs. Despite being one of the smallest K-8 schools in the state, more than \$100,000 is raised each year through fundraising efforts such as our grocery coupon program, capital campaign drive, school auction, and other special events. A pledge in excess of \$12,500 would be a disproportionate financial expectation of our community, particularly since donations have already been solicited this school year for the Technology Update Initiative.

Not only do our parents respond positively to requests for financial support for our unique program needs, our school community devotes an inordinate amount of time to volunteerism, typically logging over 5000 hours of volunteer service each year. The school benefits financially by saving money that would otherwise be expended for services performed through our community volunteer efforts. Projects undertaken recently include landscaping the front of the school with xeric plants, building an Outdoor Classroom, painting, repairs, cleaning, and upgrading playground equipment. We schedule two volunteer workdays per school year to address school maintenance issues.

Our dedication to volunteerism demonstrates a strong sense of responsibility and commitment from within our community, intent on taking care of the needs of our school. This conscientious community support will be focused on securing more financing for facility improvements. We will continue actively to align funding sources with good intentions of using any additional facility monies secured to reimburse the State for any BEST Grant money awarded.

If we fail to secure a waiver and BEST funds are not available for our project, we are aware that the completion of the Master Plan would be primarily dependent upon the improbable passage of another sizeable bond. Furthermore, because bond monies for this project must be used during the 2010-2011 school year, in all likelihood, we would not have significant matching funds for future grant applications. We appreciate the opportunity the Capital Construction Assistance Board, through the BEST Grant, affords to schools needing capital improvements. In deference to the BEST program, we can assure the Board of our strong candidacy for a BEST award. We come to the process as a charter school with a proven award-winning academic program, benefiting from a strong working relationship with our District, and without deed or title issues. We bring to our project \$3,350,000 and ask that you give full consideration of our request for a waiver of the remaining matching funds requirement so that our project can qualify for a BEST fund award.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Sonny Zinn", with a large, stylized flourish extending to the right.

Sonny Zinn
Principal
Horizons K-8 School

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April 5, 2009

Colorado Department of Education
Capital Construction Assistance Board

Re: Hardship Request for Reduction of Required Match

Ross Montessori School (RMS) has applied for funding from Building Excellent Schools Today (BEST) to help with land purchase and building of a permanent facility. RMS respectfully submits this hardship letter requesting our matching percentage be decreased from 40% (\$4,381,000) to 3% (\$358,506) of the total project cost (\$11,381,166). There are several reasons for requesting such a large reduction and they are outlined below.

RMS is chartered through the Charter School Institute (CSI). As such, RMS does not have the ability to pursue raising money through a local bond election. The CSI does not have any capital reserve fund balance to allocate to helping RMS build a new facility or acquire land. CSI may have a loan program starting later in 2010. We have been advised that it is possible to apply for a possible \$100,000 for the match on the BEST grant later this year.

It is our understanding that financing all or part of the matching percentage cannot come in the form of borrowed funds without the following stipulations: no collateral, no signing before grant money is awarded and reasonable payments in terms of possible declining PPR. RMS was willing to finance a larger portion of the match through a bank loan as we have a proven track record of paying \$250,000 annually in land and building leases. We approached several banks about a loan for our match. Due to the no collateral rule, we were unable to secure any commitments for a loan. While the banks were impressed with our school's financial record, academic success, and parent commitment, they required some collateral for a loan (see attached letter from US Bank).

In conclusion, RMS is confident that it can successfully raise \$300,000 toward our matching percentage. While RMS would love to be able to offer more, it is not feasible in our small rural community, especially when the options of bond or bank financing are not possible.

Thank you very much for considering this hardship request.

Respectfully Submitted,



Mark Grice
Head of School

BOND HISTORY AND INDEBTEDNESS

4.1.1.3 The School District's Bond Redemption Fund Mill Levy Relative to the Statewide Average

The CSI District has no mill levy.
The CSI District's Bond Redemption Fund Mill Levy is 0.

4.1.1.5 History and Effort to Obtain Voter Approval for Bonded Indebtedness

Because RMS is a CSI chartered school, there is no ability to issue a local bond election. RMS does not receive any funding from local RE-1 Bond and Mill Levy elections.

RATIONALES FOR WAIVER REQUEST

4.2.1.1 The waiver or reduction would significantly enhance educational opportunity and quality within the Applicant School

A new school facility would greatly improve the educational experience and quality. Currently, students work in classrooms that are often too hot or too cold because of an inefficient and unsafe heating and cooling system. In a Montessori classroom, students often work on the floor with tactile materials and it is particularly cold in the winter. The absentee rates increase during winter months due to increased incidences of illness, which may be partly attributed to a poor school environment.

RMS has always envisioned having a farm/garden school included in the program. A farm or garden school allows students to develop business plans as students decide what plants or animals they are going to grow or harvest, determine job descriptions and delegate individual duties, market the items to be sold and sell them. This real world experience allows for a tremendous learning opportunity and can be seen operating in many Montessori "farm schools", such as Compass in Golden, CO. We can not expand to fit the current demand for public Montessori education in our current building. If we had a new building we could expand to meet this need. Montessori classrooms have about 200 linear feet of materials that students use for academic purposes. Some materials are rotated on and off shelves as students progress. We do not have the space to present and simultaneously store the range of materials that is educationally best for our students. All of our specials are limited since we have no gym, no water or storage space in the art room, and no language classroom. We are limited in our ability to use technology as we do not have the space. We do not have a science lab and this limits our ability to teach any subject that requires a lab including physics, chemistry, biology, earth sciences, etc.

4.2.1.2 Cost of complying with the matching moneys requirement would significantly limit educational opportunity

The entire cost of the project is approximately \$11M. If RMS had to raise the entire 40% (\$4.4M) match through private donations alone, it would take a very long time, likely up to 10 years. Because the options of funding sources are very limited for RMS, the school would have to continue to operate in the existing facilities on the existing leased land. This would pose two major problems.

First, RMS is housed on leased land and it has always been the understanding between the town of Carbondale and RMS that this is a temporary solution. The owners of the leased land are currently in talks with the town to develop the property into a mixed commercial/residential use. Most of the major approvals for the development of the current land have been granted by the town. RMS has a year-to-year lease. Therefore, once development plans are approved, RMS will have to relocate within a year. There is very limited opportunity to lease adequate land and the cost of moving the modular buildings would be approximately \$150,000. This would be a very expensive endeavor for another temporary solution. This situation could result in the demise of RMS.

Secondly, RMS pays over \$250,000 annually in lease and facility payments. This money comes out of the per pupil revenue received. This large sum adversely affects the operations at the school as difficult decisions need to be made frequently based solely on fiscal feasibility not on improving quality education.. There is no money to hire an academic dean. There is no money for maintenance workers. There is no ability to set aside reserves for emergencies. As a result, all staff do more than their job requires and help with technology, maintenance, and administrative duties. If even half of this money was then available for educational purposes, RMS would be able to operate with improved services, such as increased special education, improved specials such as Spanish, art and music, technology enhancements, and physical education opportunities not currently available. Additionally, more staff could be hired so that each staff member could focus solely on doing their job as well as possible.

STATUS OF GENERAL FUND AND CAPITAL RESERVES

4.2.2.1 The general fund and capital reserve fund balance as of November 2009

The general fund balance as of November 2009 was \$-54,000.

Since its inception, RMS has had to fundraise to cover shortfalls in the budget. The Mark Ross Montessori Foundation (MRMF), a 501c(3), was established in 2005 to serve as the fundraising arm of the school. Each year one large fundraiser and several small fundraisers are held. RMS has been fortunate to also have a few very generous supporters who have donated money. Additionally, the MRMF writes grants as directed by the school board to assist with purchase of specific equipment. As of February 2010, the MRMF has an account balance of \$147,000. This will be used to cover a school operating budget deficit of approximately \$62K this year, purchase software to assist

with increasing the donor base (\$3K), hire a development coordinator and a capital campaign consultant (approx \$27K), pay for due diligence services on the land (\$15K) and pay for pre-BEST grant assistance from the architectural and construction teams (\$35-40K). These expenditures total \$142-\$147K in 2010 alone, leaving the MRMF in a financially precarious position.

While census data shows that the Roaring Fork Valley does not appear to be an overly poor region, the cost of living is very high. Housing, food and gas all cost more than in urban areas of the state. We have a rural school community of approximately 150 families and most do not have the ability to donate large sums for a capital campaign. Approximately 22% of RMS students qualify for free and reduced lunch according to state guidelines. This percentage would be higher if we could take a cost of living adjustment into account. There are businesses in the community that are also supportive of RMS, but again, they are unable to contribute in significant amounts. The MRMF is hopeful that between its annual campaign and annual fundraisers raise \$80K this year. This is a lofty goal given the current economic situation combined with the high cost of living in the Roaring Fork Valley. It is the hope of RMS that this initial cash outlay will prove to be a worthwhile endeavor in order to receive BEST grant funding. With the fundraising goals of MRMF and the current cash expenditures, MRMF expects to grant approximate \$100K toward the matching percentage request by the end of 2010.

4.2.2.2 Commitments to the capital reserve fund

RMS has made the commitment to put aside \$40,000 for building replacement and \$30,000 for capital improvement/maintenance per year

4.2.2.3 Bond History

See section 4.1.1.5

4.2.2.4 Changes in insurance costs

No impact on waiver request

4.2.2.5 Changes in Salaries

The teachers at RMS received an average salary of \$38,902 in 2008. This is well below the 2007 state average which was \$47,493 according to the CDE website. Salaries for the highly qualified and dedicated staff at RMS cannot be further reduced.

4.2.2.6 Other Increased Expenses

No impact on waiver request

4.2.2.7 Changes in Enrollment

No impact on waiver request

4.2.2.8 Changes in Revenue

The decreasing per pupil revenue since 2009 has adversely affected RMS's ability to operate within its budget and has continued to rely on outside fundraising efforts instead of being able to fully operate within its means as was planned 5 years ago.

4.2.2.9 Additional Projects Undertaken

No impact on waiver request

4.2.2.10 Upgrades to Technology, textbooks, facilities or other upgrades

No impact on waiver request

4.2.2.11 Recent unexpected Maintenance

RMS has had \$5,100 in unexpected maintenance costs to date this year for a W/C ramp and gutters. RMS still needs to install heat tape.

4.2.2.12 Planned Maintenance or Equipment Replacement

Please refer to the BEST project request.

4.2.2.13 Busses and Capital Purchases

No impact on waiver request

4.2.2.14 Additional Circumstances that make it Financially Impractical or Impossible to Provide the Matching Contribution

None beyond what has been outlined in this waiver request..

From: ian.exelbert@usbank.com

To: michael@carricarte.com

Subject: Ross Montessori School

Date: Mon, 5 Apr 2010 12:30:58 -0500

Michael,

It was nice talking to you about the construction of a new Ross Montessori School in Carbondale, CO. This is a really exciting request and a great opportunity for a well respected Public Charter School.

In order for us to continue to move forward with this request, we would need you to ensure that US Bank would be in first position on the related land and school building. We would also need to receive three years of historical financial information as well as your financial projections for the future. This will need to include a Balance Sheet, Income Statement and cash flow.

Please submit this information as soon as possible and keep us posted on your progress.

I wish you the best of luck on this exciting venture.

Ian Exelbert
Market President
U.S. Bank, National Association
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Glenwood Springs, CO 81601
Phone: (970) 384-9234
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U.S. BANCORP made the following annotations

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Eagle County Charter Academy

Creating lifelong learners and productive global citizens through a challenging college preparatory curriculum and character education

April 7, 2010

**Colorado Department of Education
The Public School Capital Construction Assistance Board
Denver, Colorado**

Re: Request for Waiver of Matching Contribution

Dear Sir/Madam:

The Eagle County Charter Academy (ECCA) is one of the oldest charter schools in the state and has grown from a small, rigorously academic middle school housed in the basement of a church in 1994 to a 293 student K-8 operation housed in eight temporary modular buildings arranged in a campus-like setting on an exceptional site in Edwards, Colorado. Each grade at ECCA currently has two classes of 16-17 students. ECCA's students are admitted based on a blind lottery system, and 1,059 students are currently on ECCA's waiting list for admission to this school. ECCA has received the John Irwin Award of Excellence each year since the award's inception, and students post the highest CSAP test scores among all schools in the Eagle County School District (District).

ECCA's academic success has been achieved in spite of facilities that fail to meet public school standards. Year after year, the serious health/safety deficiencies within and around ECCA's buildings continue to worsen, including recurring mold, ADA and building code problems, lack of electrical capacity, differential settlement and unsanitary restroom conditions. The original modular units have surpassed their expected life span, and the average remaining life of structures on the campus is projected at 5 years. The security and life safety deficiencies illustrated throughout the BEST Grant Application, Master Plan and CDE Final School Assessment Report are lengthy, including multiple (37) unsupervised entry/exit points, recurring mold, basic necessities like sidewalks that do not extend onto the school's property, poor sight lines from the administration, and hazardous walkway conditions, all of which are unable to be addressed without major capital expenditures.

ECCA has explored an incremental or phased approach to replacing the exhausted modular units with newer models. However, the added debt service for a few newer units, combined with the mounting maintenance costs of the remaining units, would likely stress the balance sheet beyond repair and still not solve our most pressing life/health safety and security issues. Incremental replacement also does not allow for the correction of adjacency issues or programmatic deficiencies identified in the CDE Final School Assessment Report.

We believe that a new facility durable enough to withstand the punishment of school occupancy, respond to the unique educational curricula of ECCA and, not only endure the harshness of our extreme climatologic elements, but harness them to heat, power and inspire, is the next step in ECCA's evolution. ECCA is committed to sustainability in every sense of the word, holistically imagining a facility that can tread lightly on our fragile environment while fixing energy budgets far into the future. Such a place will significantly enhance the educational opportunity at the school and inspire students and teachers to new heights of quality education. A BEST grant award would provide ECCA with the boost to cross over the ever heightening financial hurdle created by our physical limitations.

A. Financial Limitations Resulting from Cap on Class Size and Physical Size of Modulares

ECCA's small class size derives from a historical requirement of the District as a condition for a charter in its contract, and this aspect was perpetuated by space limitations in the used modular structures in which ECCA started as a school. When measured against CDE construction guidelines, ECCA's modular unit classrooms are considered undersized even with 16 students per class. In this current facility, ECCA has no mechanism for achieving financial stability since class size cannot be increased without dramatic overcrowding. Even so, small class size has become an entrenched part of ECCA's culture, but the financial limitations resulting from this culture also keep ECCA highly focused on raising money for day-to-day operations instead of planning for the future. Prior to 2000, ECCA did not have a permanent location to cause consideration for any solution other than temporary modular units. The temporary solution worked well after the formation of this school when, after two years in the basement and parking lot of a church, the units were moved for a four year stint in the parking lot of the Edwards Wastewater Treatment Plant. It was not until the units were moved to the existing site and ECCA subsequently signed a 30 year lease and charter contract in 2004 with the District that permanence could be considered. Even then, ECCA knew that the existing modular units were rapidly deteriorating and beginning to pose substantial health and safety hazards to inhabitants. Design plan after design plan to add on, replace or modify the school, plus negotiation after negotiation with the District to secure capital funds or bond proceeds, have to date yielded \$2,000,000 from the District for use as a down payment on a capital project that includes a gymnasium/common building.

B. Funding Issues with District

The increasing maintenance costs on the deteriorating structures and ECCA's physical limitations on size of the modular classrooms are not the only cause of ECCA's financial strain. ECCA's situation has also resulted from a longstanding contractual relationship with the Eagle County School District, in which ECCA's revenue has been paid based on Per Pupil Operating Revenue (PPOR) instead of Per Pupil Revenue (PPR), even after the law changed in 1999 to require that 100% of PPR be paid to charter schools (less services purchased). ECCA has never been paid the amount of capital/insurance reserve funds required to be paid by statute. ECCA's 2004 contract

with the District also provides for numerous additional and substantial deductions from PPOR revenue, which ECCA believes to be violations of the statute as well. The reason for this structure dates back to the original 1994 contract between ECCA and the District, when there were no minimum requirements for contracts with charter schools as there are now. Unfortunately, certain funding provisions now known to be void were carried forward in the current 30 year contract executed in 2004 between the parties. ECCA, the District and even the District's attorney who documented the contract failed at that time to realize that the funding provisions in the contract were void. The parties abided by the provisions for 10 years after the charter law was modified to require that 100% of PPR be paid to charter schools. The statute states that charter schools may not waive the right to operational and capital funds and that any efforts to waive such funds are void as a matter of public policy. It was only during the course of a 5 year contract review that the funding issue was raised by the new CFO of the District and subsequently analyzed by ECCA and a team of consultants. ECCA and the District have been negotiating in good faith through their attorneys for several months to resolve the issues surrounding the past funding and also the funding going forward. As of the date of this letter, the parties have not reached agreement on the future funding formula or settlement on monies owed for past years. It is currently unknown whether ECCA will receive any funds from the District for past years, capital or otherwise. ECCA will, however, pledge any monies received from these negotiations towards its matching contribution.

For the past ten years, even while operating under the significant handicap of underfunding, ECCA has managed to engage the greater community in its fundraising efforts. Last year, similar to every year, 20,000 volunteer hours were invested in the school to assist teachers, help with administrative tasks and maintain the modular units. Through the hard work and determination of the students, parents, staff and community members, yearly budget shortfalls are healed and certain reserves have been established which enables ECCA to contribute to our matching percentage responsibilities.

C. Efforts in Last 10 Years to Meet Facility Needs

An abbreviated history of ECCA, attempts to be placed on a bond, endeavors to secure alternate facilities, as well as evidence of involved community participation for the past 10 years is summarized below:

The 2000-2001 school year was the first at ECCA's current site in Edwards, Colorado. Between 2000 and 2004, ECCA expanded its modular campus one building at a time, slowly taking on debt while adding students and staff until the final grade of kindergarten was added in 2004. That same year, ECCA executed the 2004 contract with the District for a 30 year term, evidencing recognition of ECCA's permanence within the District.

1. School Design for 2006 Bond Election

In 2005, in preparation for an upcoming district-wide bond election, ECCA was requested to prepare a proposal for a full school facility and also a proposal for only a

common building. The District's CFO asked the ECCA board of directors to develop a facility program plan with standards similar to existing public schools in Eagle County. ECCA spent \$4,800 on a soils report and approximately \$25,000 to hire Slaterpaul Architects to develop a program plan and conceptual design for both a full school and a phased approach starting with a common building/gymnasium. The full school design contained approximately 53,282 square feet, with the first phase common building/gymnasium design at 21,034 square feet. Haselden Construction priced these options for ECCA's use with the District. The full school was estimated to cost \$16,970,000 (\$245/square foot), and the common building/gymnasium was estimated to cost \$7,275,000 (\$250/square foot).

2. Survey Taken for 2006 Bond Election

In June, 2006, as preparations for the bond election continued, the consultant for the District, George K. Baum & Company, conducted a survey of 400 registered voters living within Eagle County concerning numerous issues on the construction of new schools, upgrades to existing schools, a transportation center in Gypsum and facilities for ECCA. The following questions were posed on the survey to measure support for the bond election:

Question 8: "A gym-multipurpose room will be constructed at the existing Eagle County Charter Academy."

Question 10: "A permanent charter school would be constructed at the site of the existing Eagle County Charter Academy to replace the portable classrooms currently used."

These 2 questions of the 10 presented were to measure support for the bond and had the lowest scores -- 43-44% being the aggregate of those "somewhat more likely to favor" plus "much more likely to favor". With respect to statements measuring opposition, the following statement was presented first in the survey:

Question 1: "The existing Eagle County Charter Academy should not be included in the proposed school facility measure."

This question had the highest score of the 6 presented -- an aggregate of 52% representing those who "strongly agree" or "somewhat agree."

3. Negotiations to Move to Battle Mountain High School Site

Following the survey taken, discussions in August, 2006 centered around what would happen to the current Battle Mountain High School if the bond election passed, paving the way for a new high school to be built. District Director of Secondary Education Mike Gass and Superintendent John Brendza asked ECCA to consider relocating to the older high school if a new Battle Mountain High School were constructed after a successful bond campaign. ECCA held parent meetings to tour the

school; ECCA and the District solicited a number of engineers and contractors to review the condition of the facility and recommended a budget for upgrades projected to be a minimum of \$3,000,000. The District's Board discussed including ECCA on the bond election for \$3,000,000. Certain Board members wanted to condition ECCA's bond election participation on ECCA's move to the large, older Battle Mountain facility; others believed that ECCA should be offered participation in the bond campaign without the requirement of moving to Battle Mountain. A move to Battle Mountain entailed ECCA sharing the facility with unknown other users and significantly increased operating costs to ECCA without any determination on how those costs would be funded. At the next School Board meeting, it was determined that Battle Mountain would not be offered to ECCA and that the District would utilize that facility for other purposes.

4. 2006 Bond Ballot Finalized without ECCA

The bond ballot was finalized in August, 2006 in order to allow for preparations to be made for the election. Despite extensive negotiations, ECCA was eliminated from the final bond election package of \$128,000,000. Todd Snidow at George K. Baum & Company recapped the basis for the ultimate vote of the District Board not to include ECCA: "Please keep in mind that I was very worried that the total sizing of the bond had grown to over \$160 million, and the poll indicated that we were facing a tax tolerance in the community that corresponded to \$100 million. I was very clear with the board that the bond sizing, in my opinion, needed to be reduced and encouraged them to use the poll results to guide their reductions....Every community is different and in some, a charter request can be included with no damage to the potential success of the bond. However, with a support level for any component of the proposed package below 50%, it is not advisable to include that component. Since ECCA and the transportation center did not meet this level of support, I believe that this may be a reason that the Board did not include them in the final package." [Todd Snidow e-mail to Carol Krueger, February 12, 2010]. The ECCA Board of Directors asked to be kept in consideration if there were any monies left over from the bond election and subsequent interest earned, and agreed to solicit support for the election within the ECCA community.

In November, 2006, the community passed the bond election in the amount of \$128,000,000 including the following projects: new Battle Mountain High School, remodel of Eagle Valley High School, new June Creek Elementary School next to ECCA, facility repair projects, technology infrastructure projects and purchase of land on the west end of the county. Several months later in January, 2007, as pricing for the new construction projects became public and it appeared that a surplus might exist, ECCA President Sarah Smith Hymes spoke during public participation at the District Board meeting and asked for reconsideration on whether proceeds could be committed to help ECCA with capital needs. For the following months of 2007, the ECCA facilities committee met regularly to discuss recurring maintenance on many of the modular buildings, including roofs and differential settlement, and determined that the three original modular buildings that were moved from the Edwards Wastewater Treatment plant site needed immediate replacement. Committee member and architect R. Warren III (Trey), AIA of Morter Architects volunteered to use the Slaterpaull program plan

research and information to generate a phased master plan whereby small permanent schoolhouse-like structures could be constructed in the place of each temporary modular quickly and affordably. Local general contractor R.A. Nelson volunteered to price a prototype structure pro-bono. Pricing revealed that each structure would cost approximately \$900,000 for an immediate need of \$2,700,000 to replace the three failing modulares. In March, 2007, the ECCA Board of Directors visited the District and learned that some bond surplus might be available.

5. 2007 Efforts to Solve Security Issues

In April, 2007, following the Virginia Tech tragedy, the ECCA facilities committee was compelled to add an additional issue to its focus – there was no denying that the campus is unable to be secured with its 37 doors and the fact that the school administration is unable to adequately monitor visitors to the campus because of its location internal to the campus layout. It was determined that a small addition to the front of the main modular would allow the administration to move and have a clear view of the drop off and parking areas. These plans were drawn with the help of Architect Trey Warren and engineer Hannes Speah of Monroe Newell Engineers. The plans were submitted to the state permitting offices in the Department of Labor. When the permit for construction had not yet been delivered in September, 2007, a phone call to the building official revealed that a building permit would not be issued without in-depth soils reports and engineering studies showing that differential settlement between a temporary structure on a wood foundation could be compatible with an addition on a concrete foundation. After discussing the matter further, the engineer advised the facilities committee that he would be unable definitively to demonstrate that the two systems would be compatible and that ECCA would have to pursue a concrete foundation under the existing modular before considering the addition. The plan was abandoned.

6. Appropriation of \$2,500,000 by District for Common Building/Gym in September, 2007 and Reversal of Appropriation in November, 2007

Later that month on September 26, 2007, the Eagle County School Board appropriated \$2,500,000 for use by ECCA only for a common building/gymnasium. The next month, the ECCA facilities committee met and discussed the construction of a gymnasium/common building and reviewed that Slaterpaul Phase 1 schematics related to that project. It was determined that attempting to construct a \$7,250,000 phase of the school that did not include classroom programming would not be possible considering the immediate need of \$2,700,000 for the replacement of the three failing modulares. Committee member and architect Trey Warren volunteered to conceptually design a gymnasium/common building that would include a gymnasium, stage, and cafeteria with flex space for four classrooms to be used while each modular building was replaced in the future. Local contractor R.A. Nelson volunteered to price the design and work with the committee to hit the \$2,500,000 budget number.

In November, 2007, three new Eagle County School Board members were elected. The Board reversed the September, 2007 vote for the \$2,500,000. The Board

said that they first needed to determine construction costs for the approved bond-funded projects and that they would know the necessary information by March, 2008 in order to revisit the funding with ECCA. The School Board did not have the information sufficient for any decision making until May, 2008. Meanwhile, the ECCA facilities committee received pricing from R.A. Nelson on the revised gymnasium/common building showing the building as designed could not be constructed for less than \$2,900,000. The Eagle County School Board requested the schematic plans of the gymnasium/common building for a pricing exercise with Adolfson Peterson, the contractor constructing the new high school. Adolfson Peterson reported back to the Eagle County School Board and ECCA that the gymnasium/common building would cost approximately \$4,500,000.

7. ECCA Efforts in 2008-2009 to Access Interest on Bond Funds

In May, 2008, the Eagle County School Board ultimately prioritized a need list of how an \$11,000,000 surplus from the bond projects would be used. The ECCA common building/gymnasium project was put close to the bottom of the priority list and allocated \$2,000,000. ECCA continued to hope for funds from the District and met on a number of cost savings measures to the gymnasium/common building project. For example, the ECCA facilities committee met with R.A. Nelson and asked if using a prefabricated steel structure might save cost. Past facility committee member Hannes Speah PE of Monroe Newell Engineers volunteered to size members and negotiated with a steel prefabrication mill. R.A. Nelson, with input from Monroe Newell engineers, determined that a steel pre-fabricated structure could save \$500,000 or more depending upon the volatile price of steel at the time. ECCA later learned of the State's new BEST grant program in 2009 and the approaching deadline for submittals. ECCA grant committee chair Dawn Harker called CDE and spoke with Ted Hughes, who agreed to visit the site later in the week while touring another nearby facility. Ultimately, CDE communicated that ECCA should explore replacing the entire school because the current incremental plan of a steel gymnasium/common building and pod replacement would not meet CDE guidelines or solve current safety issues even though ECCA knew at the time its ability to meet the cash match for a larger project was doubtful. ECCA became aware that such a grant is not available for a partial solution to the myriad of health and safety issues facing the school.

8. \$2,000,000 Matching Funds from District and 5 Year Deadline for Use

In May, 2009, ECCA learned that its common building/gymnasium project was reached on the list of priorities made by the District. It was negotiated in the Agreement Regarding Capital Funding signed by ECCA and the District that the \$2,000,000 appropriated by the District could be used as matching funds for a grant application. Various additional partnerships were sought that would be compatible with the BEST grant. Beaudin Ganze Engineering, upon hearing ECCA's efforts to pursue the BEST grant, volunteered to perform an Energy Star Audit on the current facility. ECCA applied and was awarded a partnership with the Governor's Energy Office, and ECCA incorporated its recommendations into the design of its High Performance Building.

The \$2,000,000 appropriation from the District in 2009 presents ECCA with a dilemma. This money was set aside for ECCA's capital needs only for a gymnasium/common building, and it must be spent by June 30, 2015 according to the Agreement Regarding Capital Funding executed between the parties. The gymnasium/common building for which these funds are intended is projected to cost significantly more than the amount committed by the District, which means additional debt service, maintenance and utility costs for ECCA without a means for ECCA to increase its revenue. It is the opinion of the ECCA Board that directing resources into the gymnasium/common building without a solution for financing the replacement of the modular units would not be prudent.

9. BEST and Other Grant Efforts

To this end, in April 2009, the ECCA grant committee of volunteer parents was formed in order to seek funding for various projects at the school and to seek capital funding for a new school. ECCA has been successful in receiving various program/project related grants. ECCA received funds from the Alpine Bank Community Grants Program to purchase supplies to augment upper school physical education program. ECCA also applied for and received funds from the Vail Resorts 360 Community Grants Program. Funds and resources from this grant were used for various physical education expenses and in-kind donations to various fundraisers. The partnership with the Governor's Energy Office was awarded to ECCA for assistance with its High Performance Building.

Several grants have been submitted that were either not awarded or have not yet been finalized. ECCA applied for but did not receive funds from the Bacon Family Foundation for reading materials for the 1st grade classrooms. We also applied for but did not receive funds from the Wells Fargo Foundation for the upper school physical education program. ECCA awaits funding decisions from the Bravo Colorado Foundation to which we applied for new musical instruments and sheet music. We are also waiting for a decision from the Morgridge Family Foundation for funding for additional smart boards for our classrooms. All of the grants that we have applied for have components that we are able to carry with us to a new building, should we be fortunate enough to have that opportunity. Additional capital grants that ECCA is preparing to submit include: Anschutz Foundation, Boettcher Foundation, Daniels Fund, Gates Family Foundation, Rose Community, Vail Valley Partnership Grant, Walmart State Grant and Helen K. & Arthur E. Johnson Foundation. In addition, ECCA is targeting El Pomar to support additional FFE needs in a new facility. Any direct funding received from grants would be applied directly to BEST grant matching commitments should we have the opportunity.

A volunteer capital campaign committee has recently been formed and just finished materials for use in their drive. Efforts are currently being made to target donors who have a historical interest in education. Over the next several months, members of our ECCA community will begin "asking" for financial support in our campaign. These materials have been made available to our parent population for them to ask family

members, employees, clients and friends to support our quest for a new facility. A group of ECCA families have joined the capital campaign initiative and have been trained on how to ask for large sums of money on behalf of ECCA. Any capital received will be applied directly to our match.

Our exhaustive efforts to create a successful and thriving school out of the sheer will and determination of the community did not stop with only a charter, but continued in the search for a permanent location, through the expansion into K-8 grades, through the financing of temporary modulars, and through perpetual underfunding. At this point in the ECCA evolution, we are focused on raising the funds required for the permanent facility. If we are fortunate enough to be selected for funding by the BEST grant, we will not slow our efforts to meet our match, but re-double them. We are doing all we can.

D. Request for Waiver

Based on the foregoing and in accordance with the Section 4.2 of the rules governing the issuance of BEST grants, the Eagle County Charter Academy is requesting a waiver of the requirement for the full amount of matching funds to be provided by ECCA under our BEST grant application. Per the BEST grant regulations, ECCA should have 65% of the total proposed project budget of \$10,836,902, which is \$7,043,986. ECCA has \$2,000,000 in matching funds available from the District. Additionally, ECCA is committing the amount of \$709,226 from its reserves as matching funds toward the BEST grant. The \$709,226 is being held in short term CDs or bank accounts and is immediately available for BEST grant purposes. ECCA's total match of \$2,709,266 represents a match of 25%. ECCA has set aside to keep in reserves an amount which it deems necessary to cover its expenses until such time as a new school could be built if a BEST grant were approved and funded. The waiver would significantly enhance both the educational opportunity and quality for the children attending ECCA. ECCA requests that you review the extenuating circumstances surrounding ECCA's application to determine that ECCA is entitled to the waiver.

Sincerely,

EAGLE COUNTY CHARTER ACADEMY



EDISON SCHOOL DISTRICT 54JT

14550 EDISON ROAD, YODER, CO 80864
Phone 719-478-2125 Fax 719-478-3000

David L. Grosche, Superintendent
Rachel M. Paul, Principal

April 9, 2010

TO: Ted Hughes
Director
BEST Program
201 East Colfax Avenue
Denver, Colorado 80203

RE: Letter of Hardship

Edison District 54JT requests that its grant application for the BEST program for the refurbishment and vocational agricultural addition be granted without a match. Edison is a very small district receiving just over \$100,000 in total taxation revenues. We will receive less than \$100,000 in both property and personal property taxes next year. Our elementary school has a 73.4% free and reduced lunch percentage. Our total (nonconstruction budget) is \$3.4 million, of which \$2.9 million came this year from the state share. Next year, that state share will be reduced by \$150,000. When you are already on a "shoe string budget" such cuts are devastating! We had a total of 92 voters in the last district election. Our district is fairly large – 325 square miles – but Edison is the only business in the district. Most of our property is assessed as grazing, non-agricultural land. This results in our low tax base. To make matters worse, we have no reserves.

Our bonding limit is approximately \$625,000. We passed a \$450,000 bond in 2007 to make the \$389,000 match for the Edison Elementary project. We don't have the money for a match required by BEST and don't have the ability to fund the match with another bond action. If we made the match suggested, we would not be able to maintain repairs for our other structures, purchase already deferred buses, or have funding for any potential emergencies.

Patrick Breshinsky will be our new superintendent next year. He has a voc/ag background. His arrival on the scene gives Edison a chance to develop a much-needed agricultural program. This new building addition and the other repairs requested would allow Edison to retain its historically important secondary building and a cutting-edge program for *all* of its students for years into the future

If you have any questions on this letter, please feel free to call me at the letterhead number.

Sincerely yours,

David L. Grosche
Superintendent

ELLICOTT SCHOOL DISTRICT 22

Home of the Thunderhawks



April 8, 2010

BEST Construction Grant Committee
Colorado Department of Education
201 East Colfax Avenue, Room 402
Denver, Colorado 80203-1799

H. Terry Ebert
Superintendent of Schools
Ellicott School District 22

Dear Committee Members,

On behalf of Ellicott District 22, I am submitting a hardship letter request for Ellicott Middle School replacement and demolition. The Ellicott School District has an assessed property value of only \$29,114,850.00 dollars, which is down from the previous year. CRS 22-42-104 indicates, in general, a bonding limit of 20% of the latest valuation for assessment of the taxable property in the school district. With that in mind, the bonding capacity for District 22 is currently \$5,822,970. We have an outstanding balance of general obligation bonds from 2000 (some of which were refinanced in 2004) of \$ 3,261,365.00 dollars. This reduces our capacity to \$2,561,605. In addition, the district is paying off another \$1,650,788 for our High School building. This reduces our capacity to \$910,817. Because of the current economic climate and the ultra conservative nature of the school district's constituents it would be politically unwise to propose an additional bond for the remaining 15% of our debt capacity.

← HS Debt not part of bonding history

Our capital reserve has been declining for the last five years. This is due to the district's participation in the previous capital construction grant program and the need to replace an aging bus fleet which averages an age of 1998.5. The oldest bus in the fleet is a 1987 and the newest is a 2007. With additional students scheduled for the 2010-2011 school year from Schriever Air Force Base, the district anticipates the need to purchase two or three additional buses at a minimal expected cost of \$85,000 a bus. The district committed 11% for our current High School roof repair grant match. We have not been able to substantially increase the balance of the capital reserve fund because of our current obligations to these projects. The district has expended all reasonable means to provide additional funding to any further projects.

The school district was fortunate in 2008 to be able to add an 11,000 square foot addition to our elementary school. This added 10 classrooms to accommodate the increased elementary student enrollment due to 242 new homes built on Schriever Air Force Base.

The funding for this project came from the private home developer for Schriever AFB, not at the expense of Colorado or local tax payers.

Our current level of indebtedness, along with the fiscal emergency affecting every district, precludes any additional long-term financial commitments for the foreseeable future. We will commit to increasing our fund balances over the next decade, as we have in the past, to allow for future replacement/repairs of the new capital projects' components.

As a small, rural district, we have no local businesses, community-based or other organizations with the means to contribute financial assistance to this project. The district is the only source for space to hold community activities in the area outside of local churches – our facilities are frequently used for electoral purposes, non-profit organization meetings (i.e., Boy and Girl Scouts, 4-H), showers, graduation parties, etc., as well as sports activities through the local Metro district.

We currently have virtually no funds available as a match to a Middle School BEST grant, but a new building is imperative to deal with health, safety, space and energy consumption concerns, and has been recommended for several years. The district will plan a 1% match to this project. While this may seem trite, it would be a significant amount of money for us to come up with under the current circumstances. Attached with this letter is a capital reserve fund balance projection through FY 2012-13. It clearly articulates a declining fund balance even with a consistent general fund transfer. We respectfully submit this letter to the committee for consideration of hardship based on the factors indicated above.

Submitted for the Ellicott District 22 Board of Education:



H. Terry Ebert
Superintendent of Schools
Ellicott District 22



JAMES IRWIN CHARTER SCHOOLS

CHARACTER DEVELOPMENT AND ACADEMIC EXCELLENCE

March 16, 2010

Colorado Department of Education
The Public School Capital Construction Assistance Board
Denver, Colorado

Re: Hardship letter

Dear Sir/Madam:

Please consider this letter as our request that the matching funds for the Capital Construction Best Grant projects be reduced from 55% to 20%. The James Irwin Middle School is preparing to begin its eight school year. The school has been successful and there are well documented plans for its continued success. We have shown that the learning gap can be closed, as our increasing numbers of at risk students, along with the rest of our students are being prepared for success! Each year, however, we experience financial challenges. It is a comparison of our immediate and long term needs against our operating budgets for the next several years that compel us to submit this request.

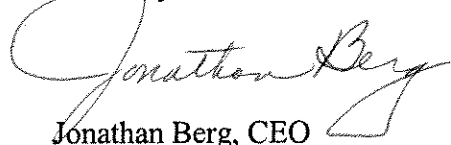
We are at the time in the schools life cycle that we not only need to replace the roof, but we need to fund a library and sports fields to complete the well rounded educational program that is our goal. In addition to these important projects we have a pressing need to increase our teaching salaries. It has been and continues to be a challenge to hire and retain qualified teachers when our starting salaries are \$27,000 (increased from \$25,000 a few years ago). The Board of Directors has determined that bringing teacher salaries to a competitive level is essential to our continued success.

On top of these concerns, in the tough economic times that lie ahead, the debt service on our 2007 revenue bonds is a heavy burden. Unlike other public schools that have access to other sources of revenue, our debt service comes right off the top of per pupil revenue. We have planned well to service this debt, but acknowledge that this financial obligation reduces the availability of operating funds that would be applied toward our other short-term needs.

James Irwin Charter Schools have never participated in bond funds available to our authorizer (Harrison School District 2). We also have not received any mill levy overrides that could have provided budget relief. It is through strict management of cash reserves that we are in a position to move toward some of the goals explained above.

We respectfully submit this request to reduce the matching requirements on our application so that we can financially cover the other pressing needs that we are facing.

Sincerely,

A handwritten signature in cursive script that reads "Jonathan Berg". The signature is written in black ink and is positioned above the printed name.

Jonathan Berg, CEO

Elbert- Statutory Waiver for BEST Grant District Match

A partial/full (cross out 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.

CDE calculated minimum district match for this project	\$13,116,820
(CDE project amount including reserve* .66)	
Limit on bonded indebtedness as calculated in section 22-42-104	\$3,503,902
(2009/10 AV of \$17,519,510 *.20)	
Proposed new bonded indebtedness for this grant application	\$3,503,902
Outstanding bonded indebtedness	\$0
Total bonded indebtedness	\$3,503,902
(After a successful election in 2010 and subsequent issuance)	

School District: Elbert School District #200

Project: Facility Replacement Project

Date: 4-29-2010

Signed by Superintendent:



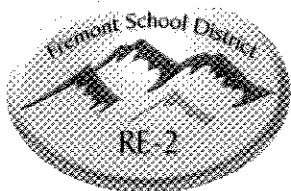
Printed Name: Kelli R. Loflin

School Board Officer:



Printed Name: Chris Williams

Title: Vice-President



Fremont RE-2 School District

403 West Fifth Street, Florence, CO 81226
719-784-6312 Fax: 719-784-4140

Cynthia Scriven
Superintendent

Rhonda Vendetti
Curriculum Director

Greg Fieth
Business Manager

April 8, 2010

Colorado Department of Education
Capital Construction Assistance Board

Re: Hardship Request of Required Match for Fremont RE-2 School District

The Fremont RE-2 School District (district) in Florence, Colorado has applied for funding from the Building Excellent Schools Today (BEST) to address the safety and health issues for our students. Our first request is for a cafeteria at Fremont Elementary so the students do not have to cross the street three times per day. This is a safety issue in which the street does have to be closed to all traffic for 8 hours per day. Other much needed upgrades to the school would include security issues, windows, doors, HVAC systems, plumbing, and electrical. The swamp coolers are in the halls and our kindergarten students have trouble walking against the wind tunnels. The classrooms do not get enough air and have to open classroom windows thus defeating the cooling system.

Our current match is 36% which would be \$4,950,630 of the total of \$13,751,751 which includes the CDE grant reserve requirement. We are respectfully requesting that Fremont RE-2 School District's match be reduced to 29% or less which would be \$3,760,720 or less of the \$12,968,001. In making this request, the District will make an ongoing commitment to continue to work diligently to seek additional sources of funding for the project to the maximum extent possible.

The urgency of the cafeteria request is compounded by our unpredictable weather in Colorado. On numerous occasions this year, I have seen students crossing the street in mass with rain, lightening, thunder and winds. I fear a catastrophic event due to the weather or a vehicle not paying attention to the orange cones in such weather. Also, please note the letters we have received from the Police Department and the Fire Department.


Upon a partial waiver or reduction in the match requirement, the District is prepared to proceed with a bond election of up to \$3,700,000 depending on the award of the outstanding grants. The District plans on moving forward with a bond election in November 2010 and has enlisted George K. Baum to help with the process. While the District believes there is enough local support for a small bond issue, our success rate has not been great. We passed a small bond in 1978. We tried many times before passing a \$22 million bond in 2004 for the new high school and additions to Penrose Elementary. That is only one in 32 years. With this economy, it is going to be difficult. The potential failure would radically impact the District's ability to proceed with the planned projects. Plus, if we can not show the effort to help schools in both major towns, our voters may not concur. Therefore, we would also like to include Penrose Elementary as a cash grant option. In that we would request to do a 24% match or less of \$821,381 which is \$197,131. If Fremont Middle School is approved, we believe we would only be able to fund 4% (\$508,414) or less matching for that option. We do not believe the community would approve going for a higher bond amount.

We hope that you consider our focus on student achievement as you make your decisions. As a district, we are on corrective action, year 2. We must continue to put all available resources into improving the opportunities for our students and working toward higher achievement rates.

Attached to this letter is the additional data requested to support the District's request for a reduction in the match. We respectfully request that the BEST Board support these grants to allow Fremont RE-2 Schools the opportunity to improve our facilities.

We appreciate your consideration and thank you for your commitment to help our students and facilities as we create safe and healthy learning environments for our students.

Respectfully submitted,



Cynthia Scriven
Superintendent
Fremont RE-2 Schools
Florence, CO

1. Budget Commitments to the General Fund

80% of the District's general fund is committed to salaries and benefits. The remaining 20% is committed to the operations of the District. In 2003, the voters of Fremont RE-2 School District approved a \$22,000,000 bond for Capital Construction. In addition, they approved a \$350,000 mill levy override to operate the new Florence High School (part of the \$22M bond). Over the past three years, the District has realized that the new Florence High School has construction issues that may require \$4 - \$5 Million in repair costs. Since then, the District has cut costs in an attempt to save money for the repair of the new high school. As a result, the District has committed portions of the reserve for the repair of the new high school. We don't feel that we have overlooked the maintenance and repair of other facilities, but that we have cut costs and improved the efficiency of our staff and systems. In light of the current state budget rescissions, we don't feel that we can implement additional cost cutting measures without significantly impacting student achievement.

With the state reduction in the School Finance Act, we are looking at a 6.35% decrease in funding this next year. PERA contributions will be increased by .9%. For the 2009 - 2010 school year we will have a rescission of 2.3% - 2.7% still coming. We will be reducing 10-12 positions across the district. 80% of our current general fund is for salaries and benefits.

2. Budget Commitments to the Capital Reserve

We can commit \$50,000 per year for two years toward the matching grant. In the past, we have historically transferred approximately \$500,000 to the Capital Reserve and Insurance Reserve Funds per year. As insurance costs have escalated, the amounts of the transfers to each fund have changed. In recent years, of the \$500,000 transferred, between \$175,000 and \$200,000 is transferred to the Insurance Reserve allowing \$300,000 and \$325,000 to be transferred to the Capital Reserve. Our current transportation fleet is on a 17 year replacement cycle. In order to maintain this replacement cycle, the District has spent between \$150,000 and \$200,000 per year of the Capital Reserve allocation. We currently have 28 routes with only 32 buses in our fleet. We spend over \$132,000 per year of the remaining allocation on maintaining and repairing school facilities. The District spends a minimal amount of the Capital Reserve Fund to improve administrative and non-instructional facilities.

3. Amounts of Fund Reserves and Carry-Over

Although we have \$2,000,000 in our non-restricted fund from the high school bond and ownership taxes, we are building that fund in case we must do more major repairs on the high school. (See below) The initial fund reserves were designed to ensure that the District was financially secure. For the General Fund, it was designed to cover accrued salaries for employees and operating costs in the months of July and August. This amounted to approximately \$1.5 Million in reserves. In the past year alone, the District has reduced costs and increased its General Fund reserves by approximately \$450,000. The District realized the current economy and knew that measures must be taken to ensure that our facilities were maintained at a level consistent without impacting student achievement. Again, this is in an effort to correct construction issues with the new Florence High School.

4. Level of Support from Community for Bond Elections

We do have several respected members of the community who have volunteered to help with the bond election and garner support from the 6 communities of our district. New schools were

built for Penrose and Florence schools in 1918. Since then, the Districts reorganized in 1961 when Fremont Elementary School was built, and an addition was added onto the Penrose School for due to growth in the area. A bond was passed in 1978 for improvements to Florence High School (the current middle school). But, our history shows that after a bond election in 1978, we were not able to pass another bond, even after many attempts until the \$22 million bond issue in 2003. The voters of Fremont RE-2 School District approved a bond for a new high school and an addition to Penrose Elementary School. The voters of Fremont RE-2 have been very conservative in support of Capital Construction over the last 100 years, but were very receptive to the most recent bond election. They do not generally support increased taxes, but realized the benefits of passing the bond in 2003. With construction costs at record lows, interest rates at record lows, the drastic increase of assessed valuation in the District, combined with a well-thought plan for improved education in the District, the voters agreed to the 2003 ballot initiative. We believe this election took our residents to the limit of their ability to afford more taxes. With the structural problems at the high school, the sentiment may not be favorable.

We also believe that without the BEST grant program, the voters would probably not support the passage of a bond for the identified projects. However, with the knowledge that the BEST grant program is more than likely a “once-in-a-lifetime” opportunity, we believe that the voters will realize that construction costs and interest rates are again at a low level and that Fremont RE-2 School District has a great opportunity to improve its facilities.

5. Additional Circumstances that Effect Matching Contribution

- a. Increased insurance costs will be 2.5% for all employees
- b. There will be no increase in salaries or steps for 2010-2011. There were no increases in salary or steps in 2009-2010
- c. Declining enrollment is a factor. We budgeted for 50 less students last year and received 19 fewer students. We will again budget for 50 less in the 2010-2011 school year.
- d. Additional projects that the district is saving for include the following:
Florence High School (built 2006) is in need of \$4 - \$5 million of repairs due to the foundations, water problems, major cracking, unusable track, and athletic stands that are moving down the hill. Testing (\$10,000), mitigation (\$5000), legal fees (\$32,000), experts (\$15,000), and repairs (\$90,000) have already cost the district over \$150,000. Possible mediation and litigation are in the immediate future.
- e. Upkeep on buildings that range from 1919 to 1963 requires additional resources every year.
- f. The CDE Declining Enrollment study shows that our county median household income has dropped from \$37,831 in 2007 to \$34,630 in 2008.

Although Fremont RE-2 School District has been saving money over the past few years, the main goal for that savings has been to ensure that the proper corrections are made to the new Florence High School. We are doing our best fiscally to ensure that all of the District's schools are maintained at an adequate (or more than) level to ensure all of our children have a healthy and safe environment for learning.

Thank you for assuring our students will have a safe and healthy environment to learn.



Rocky
MOUNTAIN ACADEMY
Of EVERGREEN

An Official Core Knowledge and Public Charter School

April 6, 2010

Colorado Department of Education
Capital Construction Assistance Board

Re: Hardship Request for Reduction of Required Match

Rocky Mountain Academy of Evergreen (RMAE) has applied for funding from Building Excellent Schools Today ("BEST") to assist in the addition of the lower level of the Administration Building. This addition will allow for a cafeteria/multi-purpose room as well as four additional classrooms. The current required matching monies for RMAE is 80% (\$508,000.00) of the overall \$635,000.00 project. We are respectfully requesting that RMAE's match be reduced to 50% or \$317,500.00 or less. In authoring this request, RMAE makes an ongoing commitment to diligently work on aligning additional sources of funding for the project.

The urgency of completing the addition of the lower level of the administration building is severe. This urgency makes it extremely difficult for us to raise more than \$317,500 dollars in the time frame needed. A waiver would allow RMAE to begin and complete the project at the earliest opportunity to allow for students to begin the 2010-2011 year with a new facility.

There are a few causes for this urgency.

- Our kids eat in their classrooms. This is a health concern; many classrooms are showing the classic signs of kids eating in these rooms five days a week: filthy, soiled carpets, an increase in rodent activity, and the like.
- Our Kindergarten through Fifth Grade kids have PE in their classrooms during inclement weather.
- The project will also provide two additional classrooms for middle school. Our enrollment has increased faster than our facility could keep up and we are losing middle school students because of it.

We must have this project for next school year.

RMAE is currently working diligently to arrange multiple sources of funding for this project and currently has a high degree of confidence in securing at least the \$250,000.00 half of the requested waiver match. In fact, as demonstration to our school community's devotion to this projection, our auction last month raised \$130,000 for the project. We will be securing the remaining portion of RMAE's match via internal and external community support and loans.

Attached to this letter is additional data that is presented in support of RMAE's request for a reduction in the cash match as required by BEST legislation. We respectfully

A Jefferson County Public Core Knowledge School

2959 Royale Elk Way Evergreen, CO 80439 303.670.1070 phone 303.670.1253 fax
www.rmae.org

request that the BEST Board support this request in recognition of this Charter School's effort to improve the education, health, and safety of our students through this project.

We appreciate your consideration and the efforts to date of the Capital Construction Board in their support of Charter School based capital improvements throughout the State of Colorado.

Respectfully submitted,

Jeff Wilhite
RMAE Board President

Rocky Mountain Academy Data Related to Matching Monies Waiver Request

General Fund and Capital Reserve fund Balance:

Rocky Mountain Academy of Evergreen (RMAE) currently has a bond reserve of \$250,000.00. Last year this reserve was \$175,000.00 and for the 2011-2012 this reserve will increase to \$350,000.00 and then remain for the life of the bond. This extreme amount of reserve eliminated the ability to use this money for items such as this project. The current Capital Reserve monies that RMAE has received have gone to bond payments so this money is not available to be used with the matching contribution.

Bond History

RMAE is currently holding a bond that was received in 2007 that allowed them to move from their previous location at 3106 Bryant Drive, which was an office building, to the current location. When this move took place there was a clear expectation that the Jefferson County School District bond would pass and RMAE was part of the plan to receive \$1.2 million dollars that would then be used to build a multipurpose building near the current K-8 classrooms. When the bond did not pass, RMAE was left with a situation of extreme overcrowding. This included: no indoor PE location, no lunch room, and no ability for storage.

Changes in Enrollment

In 2008-2009 when RMAE moved from 3106 Bryant Drive to 2959 Royale Elk Way, Evergreen, CO, they had not yet completed the plan to increase enrollment. There were 2 kindergarten, first, second and third grade classes, yet only 1 fourth and 1 fifth grade class. This allowed room for a small lunch room within the 3rd building. In the 2009-2010 school year, fourth and fifth grades increased to 2 classes each, which took away the lunch room. This has left all students eating in their classrooms as well as no place for indoor physical education on inclement weather days.

Upgrades to Technology & Facilities

In 2008-2009 enough money was raised to allow for 4 smart boards and 13 projectors. This money was raised completely through our families. The RMAE families are very involved with the day to day activities that include providing and supplementing many items. Parents have replaced window screens, cleaned furnace filters, painted walls, and carpeted floors.

Planned Maintenance to Facilities

We have no sprinkler system in our building. While this met code during the move to this campus, it will no longer suffice. RMAE has also been notified that all three buildings are above the required amount for Radon. This means that mitigation will have

to be addressed for building 2 and 3 via the general budget. The mitigation process will be part of the project for building 1, as would a sprinkler system.

After a recent report by the Jefferson County Public Health, it was stated that there is a severe lack of space. This is causing a hazard to the safety of the inhabitants. Currently we already spend an additional \$7,000.00 for storage units due to the extreme lack of space. When this project is complete RMAE will no longer need to spend this additional yearly amount of money. At the beginning of 2009-2010 RMAE had to spend \$6,000.00 for a Tuff Shed to put PE equipment because of the changing of the 4th and 5th grade classrooms. A science storage shed is also on the horizon.

Immediate Staffing Needs

Currently there are 4 middle school teachers for the 4 core subjects. For the 2010-2011 school year, RMAE is making an additional commitment to \$89,000.00 for the cost of two additional and severely needed 6th grade teachers. This will allow students to go from the self contained classroom of 5th grade to the 6th grade with just two main teachers. In the 7th and 8th grades, the middle school students will then have 4 core teachers. This is a staffing need that our middle school must have now.

Without this project, our new 6th grade teachers will be sharing the current 4 middle school classrooms with the 7th and 8th grade teachers. The current building that houses middle school also includes 4th and 5th grade will not be conducive to a middle school program. This already has had a detrimental effect on enrollment.

Additional Circumstances

It is important to understand that due to having no eating space, RMAE is does not provide a lunch program. Because of this, RMAE is severely under reported as it pertains to the socio-economical study data. In 2008-2009 RMAE had a total of 3 children that qualified for free and reduced lunch, but in 2009-2010 there 11 children. This is still severely underrepresented especially if the paying of fees and dues reflect a more accurate account – on average only 80% of our fees are paid.

When reviewing the School Assessment Report for Rocky Mountain Academy of Evergreen that was supplied on December 17th, 2009 some items were clearly identified with scores between 1 and 2 that this project will address.

Task No 20.00 states that there is potential safety concern that the service delivery (i.e. trash pick up service) is in the same place that PE is played due to spacing issues.

Task No 35.10 There are several areas around building 1 that show erosion, with this project these issues will be addressed by reducing or eliminating the erosion issues and raise the life expectancies of the building.

Task 86.00 Currently there are no sprinklers within the buildings; this issue will also be corrected within the scope of this project.

Task 137.20 There is little ability to have a variety of learning styles when RMAE is over crowded in space. This includes the Middle School program. Currently the Middle School is being housed with the 4th and 5th graders; the students have to eat in their classrooms as well as the kindergartners through 5th grade.

Task 156.10- Task 156.30 with this project RMAE will have space that will allow for student meetings, staff meetings, and parent meetings. It will also allow for on site performance art programs within a cafetorium style space.

In Conclusion

RMAE is requesting a 50/50 match to the \$317,500 that RMAE is in the process of raising. We are under extreme urgency in timing due to the intensity of our need. Enrollment figures show this. The lack of eating and indoor PE and special program space, the inability to provide appropriate space and program for middle school students, and our glaring lack of community oriented space is having a tremendous toll on morale and community. This timing urgency renders us incapable of fully funding the project; hence we seek the waiver herein.



Bilingual Charter School in Jefferson County School District
 1921 Youngfield Street, #204, Golden CO 80401
 303-984-1741 VP
 303-984-5749 Voice
 303-984-7290 Fax

April 8, 2010

Colorado Department of Education
 Capital Construction Assistance Board

Re: Hardship Request for Reduction of Required Match

Rocky Mountain Deaf School respectfully requests a waiver of the matching funds required when applying for funding from Building Excellent Schools Today ("BEST") Grant. Rocky Mountain Deaf School ("RMDS") is applying for full funding for the Best Lease-Purchase Grant in the construction of a new facility. The current required matching funds from RMDS is 12% (\$2,143,908) of the overall \$17,865,896 project. Rocky Mountain Deaf School has worked diligently to line up multiple avenues of funding support for this project and currently has a high degree (but not definite) level of confidence in forthcoming financial assistance. Although we feel confident that many of our efforts will be successful, the uncertainties at this date make it necessary to request this waiver. *(Please see the attached Capital Campaign Status Sheet of all current and potential sources of funding.)*

While understanding the gravity of such a request, we appreciate your consideration of this waiver and subsequent BEST application. We believe that our unusual and extreme circumstances would merit this level of support. This approval will allow Rocky Mountain Deaf School to continue to provide a specialized education to Deaf and Hard of Hearing students in a safe and appropriate learning environment. Without BEST funding, a permanent facility will remain out of the School's reach.

Our request for a waiver is based on the following unusual and extreme circumstances:

1. Our funding structure is dependent on excess cost funding, not PPR. As a result of excess costs restrictions, PPR is used mostly for operations leaving no opportunity to build any type of reserves in a building fund.
2. Our unique Excess Cost funding structure inherently creates an annual deficit. This deficit is maintained regardless of spending cuts – even if we eliminate most of our programs. The Excess Cost rate formula by its nature creates a deficit when applied to a free standing Special Education facility; whereas this formula does adequately support special ed programs located within other public schools. The resulting deficit requires our community to annually engage in fundraising to cover the funding gap. This inherent flaw was recognized by the state legislature in 2008, when they approved an \$135,000 annual payment to RMDS to cover the facility costs. However, this was cut in 2009 due to the state funding crisis.
3. The school's strongest support base includes families within the Deaf community. The Deaf adult community in Colorado has a 75% unemployment rate and struggles to meet the needs of their own families. Although this community actively supports RMDS through fundraisers and events, the monies raised are quite small by the nature of this demographic.
4. A special mill levy or bond election is not a realistic option for RMDS due to the high costs that would be charged to the school by the county for placing a question on the ballot. The Jeffco Elections Division estimates the charges to RMDS would be over \$100,000 for a mail-in only election and over \$1,000,000 if placed on the ballot during a general election."

At Rocky Mountain Deaf School, we believe that deaf and hard of hearing children can and should succeed. Our bilingual learning environment recognizes their distinctive language and culture, while promoting strong English and literacy skills. When deaf children walk in our door, they have immediate access to 100% of the communication in the school. This exposure to language translates into higher academic achievement and social emotional success. We are the only school in the Denver metro area to offer this full exposure to visual language with a bilingual curriculum. Currently, we serve students from 12 school districts reaching far beyond the Denver Metro area.

Rocky Mountain Deaf School's need for a permanent facility is urgent and timely. Our staff and students have relocated five times within the 13 years since the schools inception. Each move became necessary due to increase in student population, inadequate space and safety concerns. Many of the children currently enrolled in Rocky Mountain Deaf School have attended all five locations. During the course of our last move, our students pleaded for a permanent school home. The community and staff have been trying for many years to provide the children a stable school environment, while providing a successful educational program. Unfortunately, options for locations are limited due to budget constraints inherent to Excess Cost funding.

We are currently located in a storefront building located within a strip mall. We have relentlessly struggled with a failing roof, structural problems, inadequate fire safety, asbestos, code issues, inadequate educational suitability, overcrowding, faulty and dangerous electrical service, poor indoor air quality, as well as a lack of ADA accessibility...reminding everyone at RMDS that we are still a tenant and dependent for a habitable and decent facility upon the attention and diligence of our landlord. As a result of these deficiencies, we are constantly addressing life and safety issues. And as you can imagine, fire drills and lock downs are more challenging with a faculty and student body who cannot hear announcements or the fire alarm. Up-to-date technology and appropriate building design are necessary to meet the safety needs within our population.

Rocky Mountain Deaf School desperately needs a new school building to call "home" so that we can continue this innovative education for deaf children. A building owned outright by the School will substantially reduce the School's dependence upon a system of finance not designed to accommodate facility needs. Indirectly, this will significantly simplify the School's operating budget and finances. Without this support, the children, currently enrolled at RMDS, are at risk of losing their specific and special needs programming not currently being met outside of RMDS.

Enclosed with this letter is additional information to support our request for a waiver in the cash match required in the BEST legislation. Rocky Mountain Deaf School respectfully requests your support given the successful years of service to Special Education and to insure the preservation to the educational program we provide. Thank you for your consideration of this request.

Sincerely,



Janet Dickinson
Director, Rocky Mountain Deaf School

ROCKY MOUNTIAN DEAF SCHOOL
Data Related to Matching Funds Waiver Request

DEMOGRAPHIC AND SCHOOL DESCRIPTION:

Rocky Mountain Deaf School is the only charter school in the state of Colorado that services only deaf and hard of hearing children. Since opening our school 13 years ago, we have seen a tremendous growth in enrollment. Even with the added element of servicing only special needs students, we have been successful in keeping within the budget constraints that charter schools often face.

In addition, in any given year, between 40 and 60 percent of RMDS students qualify for the Federal Free and Reduced Lunch program. Most RMDS families live near or below the poverty level. Information provided by the Colorado Commission on the Deaf and Hard of Hearing indicates that as much as 75% of Deaf adults in Colorado are unemployed. The dual challenge of serving at risk students who are also deaf has been the foundation of our success story.

Again this year, we have been awarded Accredited: High Performing status, based on the academic success of our students. This tremendous success has brought Rocky Mountain Deaf School national attention. Our teachers often present workshops at conferences to share the successful strategies developed within our classrooms. As a national model program, we continue to lead the field in best practices in Deaf Education.

Rocky Mountain Deaf School includes two distinct programs:

1. **Rocky Mountain Deaf School**
Departments: Early Childhood, Elementary School, Middle School, High School
Providing intensive support to enable students to achieve on or near grade level.
2. **RMDS-Deaf Plus Program:**
Serving students with the dual diagnoses Deaf/Autistic

Due to the high needs of individual students, as well as the distinct needs of each age group, a low teacher/student ratio is critical to maximize learning. In addition, a higher space per student ratio is also necessary due to these distinct needs and the wide range of ages served.

This is especially true of the Deaf Plus Program, where each student's needs necessitates an assigned instructional aide. Our student population has increased rapidly within the Deaf Plus Program, since no other options are available within the state to meet their specific needs for both autism and deafness. Currently, 25% of our school's student population has a dual diagnosis.

Not only do we offer best practices in the classroom, but our program also goes far beyond other traditional schools in supporting families. Many of our students cannot easily communicate with their parents. In support of families, we offer sign language classes, daycare for siblings to promote sign language skills, and provide other services to promote family communication.

At Rocky Mountain Deaf School, we strive to maximize the development of the whole child, while providing endless opportunities for social and emotional growth.

DEFICIENCY IN FUNDING:**-Excess Cost Rate**

Unlike any other school Rocky Mountain Deaf School's budget is based on a daily Excess Cost rate. This rate is approved by CDE annually. Districts are billed the Excess Cost rate for each student attending RMDS. Excess Cost is our largest revenue source and is designed to support a special education program within an existing regular education facility. Therefore, the current Excess Cost rate formula does not cover the expenses of a "stand alone" facility. As such, the amount of money that RMDS can spend on lease payments, utilities, maintenance etc, from the excess funds formula is greatly limited. As a consequence, RMDS must expend an inordinate share of its PPR on lease payments and operations. Due to this unique funding structure, Rocky Mountain Deaf School does not have any opportunity to build a capital reserve fund balance. In fact, Excess Cost is designed with the intent to create a deficit.

Most commonly, a deficit is reduced by reducing expenses. However, within the current formula the following outcome is produced:

Decrease expenses = the rate decreases = deficit is maintained
 Increase expenses = the rate increases = deficit is maintained

It is simply not possible to create a balanced budget with the current Excess Cost rate formula. The Excess Cost Rate forces the school to operate at deficit. The excess costs formulas and spending restrictions greatly limit any flexibility that the school has over its own budget. The excess cost formula requires that all excess cost funds be expended in the precise manner that the formula dictates and that all funds be expended in any given school year. Although this deficit structure is challenging, Rocky Mountain Deaf School, with the help of an active support base of families, the Deaf Community, and Jefferson County School District has been able to successfully maintain our program.

In 2009, the Colorado State Legislature recognized the inequity in this funding structure. In response, they passed an annual allotment of \$135,000 to cover the deficit. However, this annual allotment was eliminated in the recent state budget cuts.

Consequently, there has been no opportunity in Rocky Mountain Deaf School's 13 year history to accumulate any significant building fund reserves. This funding structure makes it financially impractical or impossible to provide the matching contribution. Attempting to do so, would significantly limit educational opportunities within the school.

-Capital Construction Grant Funding

Rocky Mountain Deaf School does receive an allocation from the Capital Construction grant. The amount allocated is based on number of students providing our schools with an average of \$6500.00 per year. These funds are used to partially cover annual building expenses. These funds are subject to an annual appropriation by the legislature, and therefore, is not a guaranteed source of income.

-Fundraising Challenges

Historically, fundraising by the school, parents, and community, has been used to offset operating expenses. But recently, the focus of fundraising has been towards funding this project through a variety of efforts including a Motorcycle Rally, Silent Auctions, benefit dinners and grant writing. We will continue to look at options such as support from the Governor's Energy Office, area and national foundations, corporations, businesses, individual donations, fundraisers, and in-kind donations.

RATIONALES FOR WAIVER REQUESTS:**-Waiver will significantly enhance educational opportunity and quality**

We know firsthand how a poor quality facility can impact learning in the classroom. Our teachers endure teaching under leaking roofs, and often spend their time plunging clogged toilets, and carefully watching as an assortment of strangers move past the playground from the surrounding stores. Our teachers confront these complications with good humor and a positive attitude. And yet, we know that without a physically safe and code compliant space, it becomes increasingly difficult to offer a full, focused and high academic educational program.

We are not surprised research shows that school building quality has a strong influence on learning. Earthman (2002) states that "Researchers have repeatedly found a difference of between 5-17 percentile points difference between achievement of students in poor buildings and those students in standard buildings, when the socioeconomic status of students is controlled." Given the staggering fact that the average Deaf student in the United States graduates with a 3rd – 4th grade reading level, it is critical that they have an environment that gives them every possible chance to succeed.

A waiver, and subsequent grant approval will give our Deaf students the distinct privilege of learning in a quality school building, with the following positive outcomes:

- a deep satisfying feeling of safety and security, because your school is located in a safe neighborhood
- a calmness regarding possible emergencies, because your school has a visual safety system which will quickly and clearly notify you of any emergencies
- an interest in developing spoken English and listening skills, because your speech classroom is a quiet environment with good acoustics and does not have distracting noises
- improved concentration and an ability to attend to your teacher, because your classroom has appropriate lighting to support your eyes while spending hours watching and learning through sign language
- a feeling of thermal comfort...because you don't have to wear your coat in class to stay warm
- an ability to breath comfortably, because your classroom has good air quality
- a freedom to learn, because your school is designed to support the unique challenges and visual learning needs of Deaf children.

Good to note ↙
A waiver, and subsequent grant approval, will strengthen the future of Rocky Mountain Deaf School, giving local districts a continued option for placement that will save them critical funds that can be redirected for other educational programs. When a Deaf student attends RMDS, the district has potential annual reductions of the following financial requirements:

\$35,000	Educational Interpreter
\$47,000	Teacher for the Deaf and Hard of Hearing
\$80,000+	Additional Support Staff to meet the needs of the Deaf student: (Audiologist, Speech & Language Pathologist, Occupational Therapist, Counselor fluent in sign language...)

At RMDS, these costs are shared by many students; therefore, the cost per student is much lower. Currently, a student placed at RMDS will cost the district less than \$22,000 in excess cost tuition. This savings is one reason several districts actively place students in our school.

In addition, a waiver, and subsequent grant approval would allow Rocky Mountain Deaf School the ability to fully embrace CDE initiatives including promoting 21st Century Skills & Abilities, Postsecondary Readiness & Workforce Readiness, Health and Wellness initiatives, and the incorporation of PE, Music, Art, and Theater standards.

21st Century Skills & Abilities: In addition, with a school designed to meet the high tech learning needs of students, we can ensure that our students have the skills needed to be successful in our fast changing world. Beyond

promoting 21st Century skills and abilities, we will also be able promote the concept of a 21st Century Community Learning Center, by:

1. continuing our innovative programs for the academic enrichment of deaf and hard of hearing students.
2. offering students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students.
3. offering families of students served by community learning centers opportunities for literacy and related educational development. This initiative is especially important as many of our students' families are Deaf and underserved by other initiatives.

Postsecondary Readiness & Workforce Readiness: The development of career and college readiness skills continues to be a critical need in deaf education. The national unemployment rate for Deaf adults reportedly ranges between 60-72%. We must give our students the skills they need to move into the workplace successfully. With a vocational classroom and other appropriate spaces, our students will have a place to develop these essential skills.

Physical education plays a vital role in students' development and growth. According to recent medical studies, the physical well being of a student is directly related to his or her performance in the classroom. In our current location, we do not have a gymnasium, nor an open outdoor space for students to participate in physical education activities. Instead, our school contracts with a local Recreation Center to provide students with these opportunities. Every Friday, our elementary and middle school students are transported to the Recreational Center for their physical education class. We also rent a facility for our middle school sports teams practice schedule. The Recreational Center option is expensive, and limited due to transportation time constraints. Both the transportation costs and the facility rental together cost the school over \$12,000 annually. With the approval of our BEST application, our students will have a gymnasium within their own school. With increased physical education and sports opportunities, our students will reap the benefit of greater physical well being.

Overall, receiving a waiver deduction in addition to approval of our BEST grant request will provide the school the opportunity to pursue programming opportunities for current and upcoming Deaf students that will greatly enhance their future. Many areas of learning will be enhanced, including Music, Art, and Theater. Although space constraints currently limit our course offerings, this will no longer be a barrier in the new facility. With the approval of our application, our Deaf students will have the same opportunities as many other public school children to develop their talent, and love for the arts.

-Cost of complying with matching funds would significantly limit educational opportunity

Rocky Mountain Deaf School provides the only educational programming in the Denver metro area that gives students a language rich, full access education. When students walk into our school, they can talk to everyone in their school directly, without going through an interpreter. We believe this is essential in building their language skills, which ultimately impact learning.

In recognition that we must sustain this educational program for many years to come, RMDS must be cautious about taking on debt or stretching our financial resources to the point it could jeopardize the long term sustainability of our educational program.

Without the Rocky Mountain Deaf School, deaf students would have two options:

1. Enroll into the state boarding school in Colorado Springs
2. Attend mainstream schools in their home districts

Many of our students would most likely attend Colorado School for the Deaf and the Blind in Colorado Springs – the only other deaf school in Colorado. This choice requires a difficult decision for families. Either families must move to Colorado Springs, or place their children in the boarding dorms. Parents who choose to place their children in the dorms at CSDB would only see their children on the weekends. For many parents this is a heart-wrenching decision. One parent recently wrote:

I want the best education possible for my son. He thrives in an ASL environment and I need to be able to give him this and also be able to maintain my career in the Denver area. I want to be able to see my son everyday and know that he is okay. I want to be able to hug and kiss my son each night before he goes to bed. I want my son to have the same ASL experience that he has had over the last 3 years; high rated school, intelligent community of deaf people and the love and support of his immediate family.

-Myra (mother of an RMDS 8th grade student)

Students who choose to stay with their families would have to enroll back in their district mainstream schools. Often, this choice is equally difficult. In mainstream settings, Deaf students become more socially isolated – most often depending on an interpreter for all communication and learning. Research has shown Deaf students experience marginalization due to lack of communication in mainstream settings (Angelides and Aravi, 2006). Research also shows...and our own students' stories would support...that Deaf students experience bullying in mainstream settings at far greater rates than other students. Due to a lack of direct communication, bullying behaviors often go unreported.

In addition, we know that language, communication access and development is central to learning and the well being of deaf and hard of hearing children (The National Agenda) One students comments are captured below in Deaf Education; Voices of Children from Inclusion Setting (Cerney, 2007):

I didn't like it when people talked and I didn't understand them. At my deaf school it is easy to talk to anyone any time. I talk with boys and girls. We talk outside at recess, in the after school program. People can get in different groups to talk. I spent a lot of time at the hearing school just waiting and bored, but at my deaf school, I can talk with anyone.

-Zack (age 10)

I attended a school for the deaf, and there are many deaf people there, and it is very easy to communicate and socialize with everyone. They don't have patience for the attitude that deaf people are mentally lower than hearing people. There, everyone is equal. So with easy communication I realized that I am not dumb and I can succeed in school. Now I know I can do things for myself. Now I am finally learning math, and I am catching up to algebra. I feel that I am also catching up in English.... It's different at a hearing school. If there aren't other deaf people there, then you might feel lonely or depressed, then you can't work or think. With other deaf people around, then you feel safe and it is easy to focus, think, and succeed.

-Jasmine (age 15)

National Association of the Deaf released the statement that after many years of working with Deaf children, we believe strongly that ..."direct and uninhibited communication access to all facets of a school's programming is essential for a deaf or hard of hearing child to realize his or her full human potential".

-Safety Concerns

Without support from the BEST program, our staff and students will continue to work and learn in an environment lacking the technology and infrastructure to keep them safe and secure in times of emergency. Neighborhood schools are keeping up with the ever changing safety climate, while the safety measures necessary in deaf schools are cost prohibitive.

Recent tragedies in schools have heightened our awareness of our deficiencies in the tools we need to keep our students safe. An improved system will prepare our students for potential emergencies, including: a clear and effective communication system, lighting system, and classroom doors that actually lock! We do have a flashing light system for fire drills, but not a strong communication system for other emergencies, such as: lock downs, adverse weather, etc. Approval of this waiver and subsequent grant proposal, will ensure our students have an appropriate and safe school.

CAPITAL RESERVES & BOND HISTORY:

-Capital Reserve

	05/06	06/07	07/08	08/09
Annual Cost of Lease	\$60,000.00	\$107,00.00	\$131,543.58	\$177,217.44
% of revenue paid for lease	9%	13%	15%	14%
Capital Reserve Revenue	\$4,278.00	\$6,437.00	\$3,357.38	\$4,169.74
Capital Reserve End Balance	\$0	\$0	\$0	\$0

Student enrollment has increased by over 47% within the last 2 years yet the Charter Schools Capital Construction Funding has decreased in per pupil- allocation leaving Rocky Mountain Deaf School with limited funding for a facility and maintenance. The dramatic increase in the cost of leased space has had an adverse impact on general funds, while still not meeting the safety and visual learning needs of our deaf students. Without the ability to create a Reserve Balance we are forced to pay monthly for leased space that is inappropriate for Deaf Education and below the acceptable standard for safety.

Due to the deteriorating condition of our current leased facility, and the lack of support from the landlord in resolving issues, we need to address the building concerns as quickly as possible. With the approval of a waiver, we will be able to build and move into a permanent space, instead of finding yet another inadequate leased facility. The current rental annual cost of \$175,000 a year could be better used to support maintaining our own permanent facility.

-Bond History

In fall 2008, Jefferson County School District requested a bond from the tax payers. If approved, Rocky Mountain Deaf School would have received over 1 million dollars to purchase property. However, the bond failed.

While the Jefferson County School District has offered to include RMDS in its next bond question, there are no current plans by the school district to pursue a bond question this year. RMDS did consider going to the voters seeking the 1 percent, ten year mill levy override as provided in Colorado statutes, but the estimated cost to RMDS for its share of the election costs makes this option impossible.

OTHER RELEVANT FACTORS:

-Changes in Insurance Costs	No impact on waiver request
-Changes in Salary	No impact on waiver request
-Other Increase Expenses	No impact on waiver request
-Changes in Enrollment	No impact on waiver request
-Changes in Revenue	No impact on waiver request
-Additional Projects	None
-Upgrades to technology, textbooks, or facility	No impact on waiver request
-Recent Unexpected Maintenance	No impact on waiver request
-Planned Maintenance or Equipment Replacement	No impact on waiver request
-Busses and other Capital Purchases	No impact on waiver request

MATCHING FUND SOURCES:

The current required matching funds from RMDS is 12% (\$2,143,908) of the overall \$17,865,896 project. The Boettcher Foundation and the Gates Family Foundation have invited RMDS to apply for funding. RMDS has concurrently submitted funding requests to KRESGE Foundation, the Marquez Foundation, and the Helen K & Arthur E Johnson Foundation, as well as others. RMDS is also seeking donations from local businesses and corporations. The RMDS Board of Directors, staff and families are also committed to supporting this project. To date, over 90% of the RMDS community has contributed to this effort.

A final spreadsheet outlining matching fund sources will be provided on or before May 1, 2010, per conversation with Scott Newell on April 1, 2010.

- See following sheets -



The **Rocky Mountain Deaf School (RMDS)** is a Jefferson County E-12 charter school founded in 1997 on the belief that Deaf children in Colorado should have a school that recognizes their unique social and learning needs. The RMDS curriculum sets high academic expectations and aims to build self-confidence and self-awareness in Deaf students so they become successful, self-reliant and hard working citizens.

The school is currently located in a strip mall in Golden, CO. RMDS has adapted to make the most out of its current facility, however, this facility has two main issues:

- The quality of the spaces has deteriorated to the extent that the environment is unsafe for the children and administration; and
- There is simply not enough square footage available to support student growth and academic curriculum.

A new facility would provide a safe, visually appropriate, acoustically sound, barrier-free environment to a population that requires a unique learning environment that cannot be supported in a standard, mainstream school.

How you can help

RMDS needs your help to raise \$1.2 million by May 1, 2010. The school is pursuing a Colorado Department of Education Building Excellent Schools Today (BEST) Grant to build the \$17.9 million dollar school, of which, RMDS needs to raise a minimum of \$1.2 million. Although the cash is not required until October, Letters of Intent for the donations are required by May 1st. Your financial assistance can leverage a new facility giving the Front Range Deaf community its first, dedicated school where students can be nurtured to become high achieving, self-confident individuals prepared for life in the 'real world.'

Please contact Dr. Janet Dickinson, Director of Rocky Mountain Deaf School, for more information.
303.984.5749 or jane@rmdeafschool.net



These conceptual images describe the character of the proposed facility. The building is a one story, 68,000 sf facility designed to promote Deaf identity and culture for an underserved Front Range student population. The school includes classrooms, instructional support spaces unique to the Deaf student educational requirements, administrative offices, library, cafeteria, gym and an auditorium. The Great Hall (above) will function as a library, informal gathering venue and community-building area. The North Courtyard (left) of the proposed RMDS facility will serve as an outdoor teaching classroom and biological exploration environment for the school.



CAPITAL CAMPAIGN STATUS REPORT

EXECUTIVE SUMMARY

In May of 2009, Rocky Mountain Deaf School contracted with Hughes Consulting to design and coordinate a capital campaign with the end goal being to raise funds for the local match portion of an RMDS BEST grant application.

Both RMDS and Hughes recognized the difficulty in such an undertaking, given the current economic conditions and the demographics of the school. Unemployment in Colorado was approaching 10%. Many companies were downsizing. And charitable giving, including from many area foundations, was down by over 40%.

RMDS is a small enrollment school, coming from a demographic where up to 70% of deaf adults are unemployed; where the free and reduced lunch percentage ranges yearly from 40 to 65 percent; and where the school's reliance on excess cost formula funding makes setting aside an annual reserve impossible. These factors eliminated any significant internal funding sources.

RMDS began outlining its capital campaign in the traditional methods: preparing a case statement; organizing committees; and identifying and cultivating potential donors. Meetings were held with parents, staff and community volunteers to establish campaign committees.

Four primary committees were established: Grant writing, donor recognition, in kind donations and donor identification.

As potential donors were identified, they were invited to attend a series of open houses and focus groups at the school. Elected officials, community leaders and representatives of foundations were also invited to attend. These open houses continued throughout the fall of 2009. In addition, many private tours were conducted.

Concurrent to this, RMDS was applying to the Jefferson County School District for a charter to open a high school program commencing in the fall of 2010. Marketing efforts for the capital campaign were piggy-backed with publicity for the high school program in order to both increase awareness of RMDS and to promote enrollment opportunities for the new high school program.

RMDS also conducted numerous fund raising programs including a motorcycle poker run tally, a fall festival, an end of the year tax donation appeal, a jail or bail and a golf tournament (to be held May 21, 2010).

The grant writing committee researched and identified various foundations and a common grant application was prepared. While numerous introductory inquiries were made, most foundations required detailed budgetary information. Consequently, final submission of applications was delayed until the actual BEST application was near completion.

Representatives from the Boettcher Foundation visited frequently with Janet Dickinson and Bob Hughes about RMDS, their specific needs, and the BEST application. As a result of these efforts, the Boettcher Foundation awarded RMDS a \$100,000 grant, to be applied towards the BEST match. Members of the Boettcher Foundation staff offered to contact other area foundations on behalf of RMDS for additional support.

As a result of the efforts of the Boettcher Foundation, the Gates Family Foundation invited RMDS to submit an application for funding. An application has been submitted for \$200,000, with funding to be applied to the BEST local match. Consideration of the application is pending subject to RMDS obtaining commitments for 30% of its total goals.

An application to the Kresge Foundation for \$500,000 is also pending subject to RMDS obtaining commitments for 30% of its total goal. Kresge was a targeted foundation in that two of the primary areas of interest for the Kresge Foundation are Deaf Education and building green buildings, requiring grantees to build to a minimum of LEED Silver standards.

An application for \$100,000 was submitted to the Johnson Foundation. We have received confirmation the foundation will be reviewing our request at the June 2010 meeting.

RMDS also undertook a massive direct mail campaign, targeting pre-qualified prospects as well as those who had attended the previous fall's open houses. The immediate result was a \$100,000 donation from Phil Anschutz and the Anschutz Foundation, again to be applied to the BEST local match.

An agreement has been reached with the Tidrick Family Trust to establish a donor advised fund that will be used to offset his tax liabilities as he begins to sell off portions of his property. This will initially net RMDS between \$500,000 and \$700,000. The details of this arrangement are currently being finalized.

The agreement with the Tidrick Trust is also significant in that this commitment allows RMDS to reach the goals set by the Gates Family Foundation, the Kresge Foundation, and the Johnson Foundation. These foundations have been notified.

With the construction of a new facility, RMDS will offer sponsorship opportunities for companies, individuals and businesses to sponsor various parts of the building. RMDS is currently negotiating with Sorenson Communications for the sponsorship of the Computer Lab. (See attached Sponsorship Schedule)

On Wednesday May 5, 2010 RMDS will participate in a conference with the owner of Purple Communications and the President of the Purple Foundation. The purpose of this conference is to discuss a donation and Sponsorship rights for the new facility.

RMDS has just started an e-mail solicitation campaign which has generated almost \$10,000 in its first few days. That effort is continuing.

In addition, the broker representing RMDS in its acquisition of property has agreed to donate his Brokers fees and commissions to RMDS. He estimates this to be approximately \$60,000.

Professional athletes Jason Grilli (Baseball) and Jamaal Anderson (Football) are currently contacting professional athletes for donations to RMDS.

Other grant applications are pending with review to be done during the summer months. Meetings with potential donors have been scheduled with potential major donors in upcoming weeks. (Two such appointments have been confirmed with G. W. Neilsen and Evan Makovsky.) People working on behalf of RMDS are attempting to schedule similar meetings.

RMDS has also contracted with SEH, Inc. to be the owners representative for the construction project. The Finance Division of SEH has also begun to seek out donors and donations for RMDS.

The In Kind Donations Committee has secured numerous commitments for donations of labor and material for the actual construction of the new facility. Such donations will be accepted subject the approval of the architect and general contractor and after assuring that all such donations are in compliance with LEED certification. Such donations have not been considered as part of the local match. (See attached breakdown)

Similarly, RMDS has entered into a Memorandum of Understanding (MOI) with the Governor's Energy Office to pursue advice and funding for energy efficiency components of the new facility.

Attached is a breakdown of the secured funds, contingent donations and outstanding requests. RMDS feels confident that will be secured by the time of contract signings.

Attachments:

Budget Summary
Boettcher Foundation Letter
Anschutz Foundation Letter
Tidrick Letter
Sponsorship Schedule
In Kind Donation Letter
E-mail spreadsheet



To inspire every deaf student to think, to learn, to achieve, to care

Detailed Capital Campaign Spread Sheet

Total Estimated Project Match:
\$1,200,000.00

Estimate is the combination of Fundraisers and Grants listed. We estimate the outcome of our capital campaign to be \$1.2 million.

Capital Campaign Budget Summary
May 1, 2010

Secured Funds		
	Award	%
Boettcher Foundation	\$100,000.00	100%
Anshutz Foundation	\$100,000.00	100%
09/10 Fundraisers	\$14,000.00	100%
Email Campaign to date	\$15,477.00	100%
The Education Nonprofit Corp	\$3,750.00	100%
Secured Funds Balance	\$233,227.00	

Contingent Donations		
	Award	
Broker Fee	\$60,000.00	65%
The Tidrick Estate	\$500,000.00	90%
Contingent Donations Balance	\$560,000.00	
Secured Fund Balance	\$233,227.00	
Contingent Donations Balance	\$560,000.00	
Capital Campaign To Date	\$793,227.00	

Outstanding Request		
	Request	
Kresge	\$500,000.00	35%
Gates Foundation	\$200,000.00	75%
H.K. and A. Johnson Foundation	\$100,000.00	75%
W Nielsen	\$100,000.00	75%
Gannett Foundation	\$100,000.00	50%
Outstanding Requests Balance	\$1,000,000.00	

Comprise Match



BOETTCHER
FOUNDATION

600 Seventeenth Street
Suite 2210 South
Denver, Colorado 80202-5422
303-534-1937

March 18, 2010

Dr. Janet Dickinson
Director
Rocky Mountain Deaf School
1921 Youngfield St.
Golden, CO 80401

Dear Dr. Dickinson:

The Trustees of the Boettcher Foundation, at their meeting on March 17, 2010, took much pleasure in approving a conditional grant to Rocky Mountain Deaf School in the amount of \$100,000 toward constructing a new facility, pursuant to your letter of December 15, 2009, and the accompanying proposal ("grant request").

The conditions of this grant are that the balance of the funds needed to complete the project, currently budgeted at \$15,000,000, including our grant, be raised from other sources, and that there are no changes to the terms outlined in the grant request. If there are changes to the terms outlined in the grant request, the Foundation reserves the right to revoke its conditional grant unless and until those changes are approved by the Foundation. This conditional grant will remain in effect for a period of one year from the date of approval and will be payable upon advice from you that the balance of the funds has been raised or committed, along with a list of major donors.

All of us at the Boettcher Foundation extend our best wishes to you and your associates on the successful completion of this project.

Sincerely,

Timothy W. Schultz
President and Executive Director

TWS/jts

TRUSTEES

Larry A. Allen, M.D.
Pamela D. Beardsley
M. Ann Penny
Theodore F. Schlegel, M.D.
Harris D. Sherman
Edward D. White III
Thomas Williams
Donald Woods

**PRESIDENT &
EXECUTIVE DIRECTOR**
Timothy W. Schultz



The Anschutz Foundation
The Navarrz Building
1727 Tremont Place
Denver, Colorado 80202
Phone: 303-308-8220
Fax: 303-308-8011

April 28, 2010

Dr. Janet Dickinson
Director
Rocky Mountain Deaf School
1921 Youngfield Street, #204
Golden, CO 80401

Dear Dr. Dickinson:

We are pleased to inform you Laurent Clerc Educational Fund of Colorado, Inc. dba Magnet School of the Deaf has been awarded a challenge grant of \$100,000 by The Anschutz Foundation in support of the capital campaign for the new Rocky Mountain Deaf School.

The Anschutz Foundation will pay this grant when you have reached your goal of \$1.2 million as you described in your April 19 letter to Philip Anschutz.

If you have any questions, please contact our office. We extend our best wishes for your success.

Sincerely,

Libby A. Brown
President

LAB: lr

April 30, 2010

Dr. Janet Dickinson
Rocky Mountain Deaf School
1921 Youngfield Street
Golden, CO 80401

Dear Dr. Dickinson:

I am pleased to provide this letter of intent to donate to the Rocky Mountain Deaf School's capital campaign.

Upon closure of the sale of a parcel or real property that I currently own, it is my current intention to donate an amount equal to or equivalent to the dollar amount required to offset any tax liability that I will incur as a direct result of the sale of this property.

This letter is intended only as a reflection of my current intention and is not to be legally construed as a formal and binding commitment on my part to complete such donation. However, once a formal purchase contract is negotiated and rezoning issues and infrastructure costs are satisfactorily answered, and financial payment is guaranteed then the opportunity for a formal donation can be readdressed.

I estimate this dollar amount to be in excess of \$700,000.

Best wishes to you and to the children of Rocky Mountain Deaf School in your quest for a new facility.

Sincerely,

Rodman L. "Rick" Tidrick
Managing Partner of Tidrick Gathering Place LLLP

SPONSORSHIPS

Gymnasium	\$150,000
Auditorium	\$150,000
Baseball Field	\$100,000
Soccer Field	\$100,000
Library	\$100,000
Media Center	\$50,000
Cafeteria	\$50,000
Computer Lab	\$25,000
Science Lab	\$25,000
Classroom	\$20,000
Amphitheater	\$25,000
Walk	\$10,000
Offices	\$10,000
Playgrounds	\$25,000/\$50,000

Subj: **RE: In kind donations**
Date: 3/1/2010 1:38:45 P.M. Mountain Standard Time
From: L_edgerly@hotmail.com
To: hughes9153@aol.com

Excavation
Edge Contracting

Foundation Concrete
Mardesen Construction

Slab Concrete
Blue Ribbon Concrete

Masonry
Jon Schmidt Masonry

Steel
Steel Star

Carpentry
EBI Services Inc.

Roofing
Bauen Roofing

Caulking & Waterproofing
Grace Sealants

Doors & Hardware
Direct Door of Colorado

Exterior Insulation Finish System
Big Horn Plastering

Drywall
Precision Applications

Painting
Dynasty Painting

Low Voltage Communication
TEC Integration

Plumbing
Plumbing Specialists

Fire Protection
Cleary Fire Protection

HVAC
All Temperatures Controlled

Electrical
Hi-Tech Electric



TRINIDAD SCHOOL DISTRICT #1

215 S. MAPLE ST.
TRINIDAD, COLORADO 81082
OFFICE: 719-846-3324
FAX: 719-846-2957
www.tsd1.org

MIKE TRANTER
SUPERINTENDENT

DOROTHY STELTANO
EXECUTIVE LIAISON

JULIE SUMPTER
EXECUTIVE DIRECTOR
OF LEARNING SERVICES

JACK BAY
CHIEF FINANCIAL OFFICER

Monday, April 05, 2010

Ted Hughes
Colorado Department of Education
1525 Sherman St. Suite B-17
Denver, CO 80203

Dear Ted,

In reference to our BEST grant application for the installation of a new HVAC system at our Eckhart Elementary, per this letter I am requesting a waiver of **the 40%** matching funds on the behalf of Trinidad School District #1. It would be our desire to match a 5% or **\$9,407** amount of this project due to its size and overall costs. We do not have the projected **\$75,255** that the estimated 40% matching require amount in our general fund or capital reserve without jeopardizing the quality of student education. However, it is irresponsible and negligent to allow identified security and safety issues to remain without appropriate correction.

Due to the collapse of the natural gas prices and Trinidad's high dependence on the gas industry production jobs in our community for employment, our economy has been ravaged by the loss of this industry's jobs. During this current economic crisis in our community our unemployment rate is now hovering around 9.3%. As the result of this industry's meltdown and resulting severe economic recession, our district has experienced a significant decline in student enrollment. We have lost 179 of 1540 students from our student enrollment in the past eighteen months. This reduction of approximately 12% of our enrollment will strip the Trinidad School District of approximately \$1.2 million in revenues. This eventually will affect our ending fund balance by depleting precious reserves and cash resources.

The waiver would allow us to provide the school district the opportunity to proceed with the scheduled science textbooks and materials for our students district-wide in the next fiscal year. This waiver will also allow our district to significantly improve the learning environment and allow us to maintain a good teacher/student ratio or add to our lacking technology budget.

Thank you for considering our request for a waiver of the 40% matching funds.

Sincerely,

Mike Tranter
Superintendent

Jack W. Bay
Chief Financial Officer

Trinidad School District #1 Continuously Raising The Bar

Trinidad School District #1 (TSD #1) does not discriminate on basis of disability, race, color, religion, sex, national origin, or age, in access to employment in, or provision of and TSD #1's program, benefits, or activities. The following person has been designated to handle inquiries regarding policy, Mike Tranter, Superintendent of Schools, TSD #1, 215 S. Maple St. Trinidad, Colorado 81082, (719) 846-3324.



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JACK BAY
CHIEF FINANCIAL OFFICER

Monday, April 05, 2010

Ted Hughes
Colorado Department of Education
1525 Sherman St. Suite B-17
Denver, CO 80203

Dear Ted,

In reference to our BEST grant application for the door and hardware replacement that was approved in the 2009-2010 cycle at our Trinidad High School, per this letter, I am requesting a waiver of **the 40%** matching funds on the behalf of Trinidad School District #1. It would be our desire to match a 20% or **\$23,012** amount of this project due to its size and overall costs. We do not have the projected **\$46,023** that the estimated 40% matching require amount in our general fund or capital reserve without jeopardizing the quality of student education. However, it is irresponsible and negligent to allow identified security and safety issues to remain without appropriate correction.

Due to the collapse of the natural gas prices and Trinidad's high dependence on the gas industry production jobs in our community for employment, our economy has been ravaged by the loss of this industry's jobs. During this current economic crisis in our community our unemployment rate is now hovering around 9.3%. As the result of this industry's meltdown and resulting severe economic recession, our district has experienced a significant decline in student enrollment. We have lost 179 of 1540 students from our student enrollment in the past eighteen months. This reduction of approximately 12% of our enrollment will strip the Trinidad School District of approximately \$1.2 million in revenues. This eventually will affect our ending fund balance by depleting precious reserves and cash resources.

The waiver would allow us to provide the school district the opportunity to proceed with the scheduled science textbooks and materials for our students district-wide in the next fiscal year. This waiver will also allow our district to significantly improve the learning environment and allow us to maintain a good teacher/student ratio or add to our lacking technology budget.

Thank you for considering our request for a waiver of the 40% matching funds.

Sincerely,

Mike Tranter
Superintendent

Jack W. Bay
Chief Financial Officer

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JACK BAY
CHIEF FINANCIAL OFFICER

Monday, April 05, 2010

Ted Hughes
Colorado Department of Education
1525 Sherman St. Suite B-17
Denver, CO 80203

Dear Ted,

In reference to our BEST grant application for the mitigation of the mercury content and floor replacement at our Trinidad Middle School, per this letter I am requesting a waiver of **the 40%** matching funds on the behalf of Trinidad School District #1. It would be our desire to match a 5% or \$7,746 amount of this project due to its size and overall costs. We do not have the projected \$61,970 that the estimated 40% matching require amount in our general fund or capital reserve without jeopardizing the quality of student education. However, it is irresponsible and negligent to allow identified security and safety issues to remain without appropriate correction.


Due to the collapse of the natural gas prices and Trinidad's high dependence on the gas industry production jobs in our community for employment, our economy has been ravaged by the loss of this industry's jobs. During this current economic crisis in our community our unemployment rate is now hovering around 9.3%. As the result of this industry's meltdown and resulting severe economic recession, our district has experienced a significant decline in student enrollment. We have lost 179 of 1540 students from our student enrollment in the past eighteen months. This reduction of approximately 12% of our enrollment will strip the Trinidad School District of approximately \$1.2 million in revenues. This eventually will affect our ending fund balance by depleting precious reserves and cash resources.

The waiver would allow us to provide the school district the opportunity to proceed with the scheduled science textbooks and materials for our students district-wide in the next fiscal year. This waiver will also allow our district to significantly improve the learning environment and allow us to maintain a good teacher/student ratio or add to our lacking technology budget.

Thank you for considering our request for a waiver of the 40% matching funds.

Sincerely,


Mike Tranter
Superintendent


Jack W. Bay
Chief Financial Officer

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Monday, April 05, 2010

Ted Hughes
Colorado Department of Education
1525 Sherman St. Suite B-17
Denver, CO 80203

Dear Ted,

In reference to our BEST grant application for the partial roof replacement at our Trinidad Middle School, per this letter I am requesting a waiver of **the 40%** matching funds on the behalf of Trinidad School District #1. It would be our desire to match a 10% or **\$8,874** amount of this project due to its size and overall costs. We do not have the projected **\$35,496** that the estimated 40% matching require amount in our general fund or capital reserve without jeopardizing the quality of student education. However, it is irresponsible and negligent to allow identified security and safety issues to remain without appropriate correction.


Due to the collapse of the natural gas prices and Trinidad's high dependence on the gas industry production jobs in our community for employment, our economy has been ravaged by the loss of this industry's jobs. During this current economic crisis in our community our unemployment rate is now hovering around 9.3%. As the result of this industry's meltdown and resulting severe economic recession, our district has experienced a significant decline in student enrollment. We have lost 179 of 1540 students from our student enrollment in the past eighteen months. This reduction of approximately 12% of our enrollment will strip the Trinidad School District of approximately \$1.2 million in revenues. This eventually will affect our ending fund balance by depleting precious reserves and cash resources.

The waiver would allow us to provide the school district the opportunity to proceed with the scheduled science textbooks and materials for our students district-wide in the next fiscal year. This waiver will also allow our district to significantly improve the learning environment and allow us to maintain a good teacher/student ratio or add to our lacking technology budget.

Thank you for considering our request for a waiver of the 40% matching funds.

Sincerely,


Mike Tranter
Superintendent


Jack W. Bay
Chief Financial Officer

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JACK BAY
CHIEF FINANCIAL OFFICER

Monday, April 05, 2010

Ted Hughes
Colorado Department of Education
1525 Sherman St. Suite B-17
Denver, CO 80203

Dear Ted,

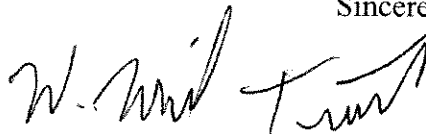
In reference to our BEST grant application for the upgrade of our elevator system at our Trinidad Middle School, per this letter I am requesting a waiver of **the 40%** matching funds on the behalf of Trinidad School District #1. It would be our desire to match a 10% or **\$1,323** amount of this project due to its size and overall costs. We do not have the projected **\$5,290** that the estimated 40% matching require amount in our general fund or capital reserve without jeopardizing the quality of student education. However, it is irresponsible and negligent to allow identified security and safety issues to remain without appropriate correction.


Due to the collapse of the natural gas prices and Trinidad's high dependence on the gas industry production jobs in our community for employment, our economy has been ravaged by the loss of this industry's jobs. During this current economic crisis in our community our unemployment rate is now hovering around 9.3%. As the result of this industry's meltdown and resulting severe economic recession, our district has experienced a significant decline in student enrollment. We have lost 179 of 1540 students from our student enrollment in the past eighteen months. This reduction of approximately 12% of our enrollment will strip the Trinidad School District of approximately \$1.2 million in revenues. This eventually will affect our ending fund balance by depleting precious reserves and cash resources.

The waiver would allow us to provide the school district the opportunity to proceed with the scheduled science textbooks and materials for our students district-wide in the next fiscal year. This waiver will also allow our district to significantly improve the learning environment and allow us to maintain a good teacher/student ratio or add to our lacking technology budget.

Thank you for considering our request for a waiver of the 40% matching funds.

Sincerely,


Mike Tranter
Superintendent


Jack W. Bay
Chief Financial Officer

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JACK BAY
CHIEF FINANCIAL OFFICER

Monday, April 05, 2010

Ted Hughes
Colorado Department of Education
1525 Sherman St. Suite B-17
Denver, CO 80203

Dear Ted,

In reference to our BEST grant application for the installation of a security foyer at our Trinidad High School, per this letter I am requesting a waiver of **the 40%** matching funds on the behalf of Trinidad School District #1. It would be our desire to match a 10% or **\$2,374** amount of this project due to its size and overall costs. We do not have the projected **\$9,495** that the estimated 40% matching require amount in our general fund or capital reserve without jeopardizing the quality of student education. However, it is irresponsible and negligent to allow identified security and safety issues to remain without appropriate correction.

Due to the collapse of the natural gas prices and Trinidad's high dependence on the gas industry production jobs in our community for employment, our economy has been ravaged by the loss of this industry's jobs. During this current economic crisis in our community our unemployment rate is now hovering around 9.3%. As the result of this industry's meltdown and resulting severe economic recession, our district has experienced a significant decline in student enrollment. We have lost 179 of 1540 students from our student enrollment in the past eighteen months. This reduction of approximately 12% of our enrollment will strip the Trinidad School District of approximately \$1.2 million in revenues. This eventually will affect our ending fund balance by depleting precious reserves and cash resources.

The waiver would allow us to provide the school district the opportunity to proceed with the scheduled science textbooks and materials for our students district-wide in the next fiscal year. This waiver will also allow our district to significantly improve the learning environment and allow us to maintain a good teacher/student ratio or add to our lacking technology budget.

Thank you for considering our request for a waiver of the 40% matching funds.

Sincerely,

Mike Tranter
Superintendent

Jack W. Bay
Chief Financial Officer

Trinidad School District #1 Continuously Raising The Bar



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Monday, April 05, 2010

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Colorado Department of Education
1525 Sherman St. Suite B-17
Denver, CO 80203

Dear Ted,

In reference to our BEST grant application for the installation of a security foyer at our Trinidad Middle School, per this letter I am requesting a waiver of **the 40%** matching funds on the behalf of Trinidad School District #1. It would be our desire to match a 10% or **\$4,338** amount of this project due to its size and overall costs. We do not have the projected **\$17,351** that the estimated 40% matching require amount in our general fund or capital reserve without jeopardizing the quality of student education. However, it is irresponsible and negligent to allow identified security and safety issues to remain without appropriate correction.


Due to the collapse of the natural gas prices and Trinidad's high dependence on the gas industry production jobs in our community for employment, our economy has been ravaged by the loss of this industry's jobs. During this current economic crisis in our community our unemployment rate is now hovering around 9.3%. As the result of this industry's meltdown and resulting severe economic recession, our district has experienced a significant decline in student enrollment. We have lost 179 of 1540 students from our student enrollment in the past eighteen months. This reduction of approximately 12% of our enrollment will strip the Trinidad School District of approximately \$1.2 million in revenues. This eventually will affect our ending fund balance by depleting precious reserves and cash resources.

The waiver would allow us to provide the school district the opportunity to proceed with the scheduled science textbooks and materials for our students district-wide in the next fiscal year. This waiver will also allow our district to significantly improve the learning environment and allow us to maintain a good teacher/student ratio or add to our lacking technology budget.

Thank you for considering our request for a waiver of the 40% matching funds.

Sincerely,


Mike Tranter
Superintendent


Jack W. Bay
Chief Financial Officer

Trinidad School District #1 Continuously Raising The Bar

Trinidad School District #1 (TSD #1) does not discriminate on basis of disability, race, color, religion, sex, national origin, or age, in access to employment in, or provision of and TSD #1's program, benefits, or activities. The following person has been designated to handle inquiries regarding policy, Mike Tranter, Superintendent of Schools, TSD #1, 215 S. Maple St. Trinidad, Colorado 81082, (719) 846-3324.



TRINIDAD SCHOOL DISTRICT #1

215 S. MAPLE ST.
TRINIDAD, COLORADO 81082
OFFICE: 719-846-3324
FAX: 719-846-2957
www.tsd1.org

MIKE TRANTER
SUPERINTENDENT

DOROTHY STELITANO
EXECUTIVE LIASON

JULIE SUMPTER
EXECUTIVE DIRECTOR
OF LEARNING SERVICES

JACK BAY
CHIEF FINANCIAL OFFICER

Monday, April 05, 2010

Ted Hughes
Colorado Department of Education
1525 Sherman St. Suite B-17
Denver, CO 80203

Dear Ted,

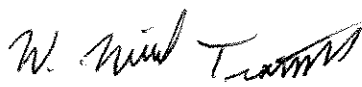
In reference to our BEST grant application for the relocation of our cafeteria refrigeration compressor units to the roof at our Fishers Peak Elementary, per this letter I am requesting a waiver of **the 40%** matching funds on the behalf of Trinidad School District #1. It would be our desire to match a 20% or **\$3,605** amount of this project due to its size and overall costs. We do not have the projected **\$7,210** that the estimated 40% matching require amount in our general fund or capital reserve without jeopardizing the quality of student education. However, it is irresponsible and negligent to allow identified security and safety issues to remain without appropriate correction.

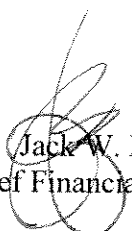
Due to the collapse of the natural gas prices and Trinidad's high dependence on the gas industry production jobs in our community for employment, our economy has been ravaged by the loss of this industry's jobs. During this current economic crisis in our community our unemployment rate is now hovering around 9.3%. As the result of this industry's meltdown and resulting severe economic recession, our district has experienced a significant decline in student enrollment. We have lost 179 of 1540 students from our student enrollment in the past eighteen months. This reduction of approximately 12% of our enrollment will strip the Trinidad School District of approximately \$1.2 million in revenues. This eventually will affect our ending fund balance by depleting precious reserves and cash resources.

The waiver would allow us to provide the school district the opportunity to proceed with the scheduled science textbooks and materials for our students district-wide in the next fiscal year. This waiver will also allow our district to significantly improve the learning environment and allow us to maintain a good teacher/student ratio or add to our lacking technology budget.

Thank you for considering our request for a waiver of the 40% matching funds.

Sincerely,


Mike Tranter
Superintendent


Jack W. Bay
Chief Financial Officer

Trinidad School District #1 Continuously Raising The Bar

Trinidad School District #1 (TSD #1) does not discriminate on basis of disability, race, color, religion, sex, national origin, or age, in access to employment in, or provision of and TSD #1's program, benefits, or activities. The following person has been designated to handle inquiries regarding policy, Mike Tranter, Superintendent of Schools, TSD #1, 215 S. Maple St. Trinidad, Colorado 81082, (719) 846-3324.

Genoa-Hugo School District
Best Grant Application
Hardship Letter

RE: Application 225 Parking lot Designated Bus Staging & Unloading Area
4 227

The district General Fund for the 09-10 school year has a projected decrease in beginning fund balance of estimated \$135,000. This is a result of decreased funding from the state. The budget figures for the 2010-11 school year continue to be grim with more in expenditures than we have revenue to cover. With the shortage in state funding the district will continue to dip into reserves with an estimated spending of reserve funds of \$130,000 thus reducing general fund reserves a total of \$265,000 in just two years, creating a state of concern for ongoing deficit spending.

The district's Capital Reserve fund over the past two years has decreased. Each year the district has passed a resolution authorizing the spending down of beginning fund balances. This is the result of purchases for transportation vehicles with total costs exceeding the amount that the general fund has allocated to transfer. With the General Fund struggling, it is now financially feasible to continue to transfer to the Capital Reserve fund.

Both the General Fund and Capital fund will have some carryover. However each dollar will have to be allocated to help make up the shortfall in funding from the state. This amount will be used to help fund the day-to-day operations of the district, not allowing for any additional expenditures.

To date the district has not researched the possibility of a bond issue for the Capital Reserve fund. Currently the district is paying on a \$985,000 Bond for General Fund for the construction/remodel of the current building in 1999. This bond has already placed a burden on tax payers by increasing the mills by 5.931. This bond will not be paid off until December 2018.

A unique circumstance to Genoa-Hugo School District is the current a high number of High Needs/At Risk students. The funding for these specific students falls short of the expense required to provide services needed. Currently the district supplements the funding required for these student an excess of \$75,000. Historically the district has had a high number of students in these program and projections for the next several years support this trend.

For the 2010-11 school year the district will have an increase in property/liability insurance of an additional \$1,100. The district will also have an increase in health insurance. The estimated increase to provide insurance for our employees will cost the district an additional \$12,000 to \$15,000.

The district has frozen salaries for the past two years. District employees have not seen a raise since the 2008-2009 school year. Since that time employees have not had a step raise or been able to move on the salary scale, all though several have received additional credit hours that would allow them to move to higher salaries. If current funding projections remain as they are the district will not be in a financial position to grant any type of step increases for the next several years.

Genoa-Hugo School District is a very large district encompassing 178 square miles. The high number of miles covered each day to bus students to the building is significant. With the constant increase in fuel costs this continues to be a burden to the district. However within the rural setting it is a service that the district feels is essential to ensure that students have access to an education. Along with this comes the daily wear and tear on our bus fleet. The district is currently running on routes, buses that are 17 years old. The district needs to develop a replacement schedule to update the fleet, but has placed this low on the priority list due to the lack of funding available.

Within the last five years the district has seen a decline in student enrollment of 27 students. Student projections for the 2010-2011 school indicate additional decrease of 10-12 students. The

continuing decrease in student numbers has had a huge impact on the amount of funding received from the state.

The current main portion of the district building was built in 1968. As with any aging building there are constant repairs needed. The heating system in the gym area has experienced maintenance problems this current year. Repairs were able to return the system to working order. However the district needs to be thinking of replacing the system in the next 3-5 years with an estimated cost of \$100,000. The roof over the older part of the building is no longer under warranty and needs to be replaced with an estimated cost of over \$60,000.

The district this year has had to update the technology. The current servers and operating systems were very outdated and no longer serviceable. The district was also required to hire a fulltime technology coordinator for the district in order to maintain and update the system to ensure that students and staff have access to the most up to date technology available. Prior to this the district was not able to provide the technology needed to give students and staff the means necessary to work in the ever-changing world of technology. All of the upgrades that the district has experienced and additional staff expense of \$45,000 plus this year were not planned or budgeted, therefore contributing to the unexpected expenditure of reserves.

West End- Statutory Waiver for BEST Grant District Match

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

~~22-43.7-10~~(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.

CDE calculated minimum district match for this project	\$12,097,800
* (CDE project amount including reserve* .44)	
Limit on bonded indebtedness as calculated in section 22-42-104 (2009/10 AV of 39,759,76 *.20)	\$8,967,251
Proposed new bonded indebtedness for this grant application	\$8,967,251
Outstanding: bonded indebtedness	\$0
Total bonded indebtedness	\$8,967,251
(After a successful election in 2010 and subsequent issuance)	

School District: *West End District*

Project: *K-12 Building*

Date: *April 27, 2010*

Signed by Superintendent: *Stephen Yost*

Printed Name: *Stephen Yost*

School Board Officer: *Paula Brown*

Printed Name: *Paula Brown*

Title: *Board President*

*Note: District Staff did not calculate these numbers - will assume these numbers to be correct

* provided the district has a "reserve fund rather than a contingency fund"

FOWLER SCHOOL DISTRICT R4J

STEVEN B. GRASMICK, Superintendent

RUSSELL J. BATES, Principal
Fowler High School
Fowler Jr. High School

P.O. BOX 218
719-263-4224

FAX 719-263-4625

FOWLER, COLORADO 81039

STEVEN B. GRASMICK, Principal
Fowler Elementary School

March 23, 2010

Mr. Ted Hughes
Colorado Department of Education
201 E. Colfax, Room 508
Denver, CO 80203

Dear Mr. Hughes:

This letter is to apply for a hardship waiver for the Fowler School District R4J contribution toward the BEST capital construction monies that are available. There are several reasons why the Fowler School District R4J is applying for this waiver. The Fowler School District is in need of the two projects submitted: Improve Air Quality at Welding Stations and Life Safety Systems Upgrade. The projects estimated total costs, including contingency, is estimated to be \$358,768. We have several unique situations in our District that requires the matching requirement be set aside.

First, as a reminder, in 2002-03 the District constructed a new elementary building. That project would not have been possible without the generous help of the State of Colorado capital construction grant monies. In that process, the District asked the voters to approve half of the cost of the elementary building. The bond amount that the voters approved was for \$2,100,000. In 2009, the assessed valuation of the District was \$16,960,469 which creates a bond fund mill levy of 10.5 mills. The total amount of the bond election request was in excess of the amount required of the grant. With that request we are now where we cannot ask the taxpayers to bear more of the capital needs of our District.

Next, the District's other funds are not in a position to financially help these projects. Our capital reserve fund is funded at \$68,257 for the current year. This allows the District to purchase a used bus, do several small capital projects around the property for upkeep and buy needed equipment. The general fund is stretched to the limit since enrollment has been declining or minimal growth for many years. This is mostly attributed to the drought that hit the area and caused people to leave the area and they have not returned or been replaced. No other industries are in the area or have indicated the prospect of entering the area in the near future. At the end of the 2008-2009 fiscal year the District carried forward in its general fund unreserved fund balance of \$755,545 to fiscal year 2009-2010. This equates to just over two and one-half

months of reserve for expenditures. In a report that was generated by the State of Colorado Auditors office, the Fowler School District has a reserve of about half of the other area districts of similar size.

An additional financial constraint of our District was the recent decision by the State Board of Education to allow the Florence School District to pull out of the South Central BOCES and go to the Pikes Peak BOCES. This decision will have financial repercussions for many years. It has been estimated, in these already difficult financial times, that this decision will negatively impact our District by approximately an additional \$40,000 next year.

Prior to the current financial situation, the Fowler School District R4J was approved by a matching \$400,000 Greater Outdoor Colorado(GOCO) grant to refurbish our track and football field area. The District has committed a minimum of \$200,000 to fund this project.

Finally, another unique aspect of our District is transportation costs. The Fowler School District is geographically long and narrow. Because of this, our transportation costs are greater than most districts our size. As an example of using the CDE-40 information from the CDE website, Fowler School District has transportation expenditures of more than \$100,000 than other comparable districts.

The above stated financial reasons are why we are not able to fund a portion of the projects as presented. The projects are needed, as can be seen by the application. The safety of our students is paramount in their educational quest. With new requirements coming into play and the safety and welfare of our students for instructional learning being paramount, these capital upgrades that can be funded by the BEST program need to take place.

Thank you for your time and consideration of this application for a hardship waiver. We look forward to hearing from you.

Sincerely,

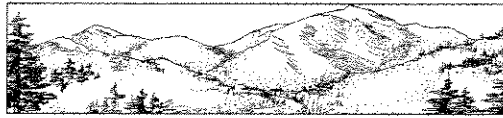


Steven B. Grasmick
Superintendent



Michael R. Thomas
Secretary/Treasurer

mt



PARK COUNTY SCHOOL DISTRICT RE-2

P.O. BOX 189, FAIRPLAY, CO 80440
ADMINISTRATION OFFICE (719) 836-3114
FAX (719) 836-2275

April 7, 2010

Dear Capital Construction Assistance Board;

This letter is being respectfully submitted for a request for the required "match" amount by the Lake George Charter School ("LGCS"), as part of a BEST grant application being submitted. The reasoning, as required by the CCAB rules, is set forth below. By far, we believe the most compelling reason is described first and relates to the monies already raised for the match.

LGCS is in a woefully inadequate building owned by its authorizing district. The BEST facility assessment, determined, as did LGCS, that the best option is to build a new facility, rather than remediate the existing one. To that end, LGCS has planned acquisition of a 10 acre site, and construction of a new 21,000 sf building to house the LGCS program, at a cost of approximately \$7,000,000.

In 2009, LGCS began the long process of gathering funds sufficient to meet the "match" of 13% of the funds, under the BEST grant program. We spent months working with our authorizing school district, Park County School District Re-2 ("District") to include LGCS in a bond election for the amount needed for a match, based upon the estimated project costs for a new building for LGCS of \$7,102,936.88. We were successful in passing the bond election in November 2009 for the matching funds for both the Fairplay and the Lake George projects. However, since the passing of the bond issue by the District, LGCS has learned it will only receive 85% through the BEST grant, and based on 2010 calculations must provide a match of 15% of the project costs, rather than the 13% match amount set in the 2008-09 cycle of grants.

The 2% change seems minor but in reality, in light of the estimated project costs, it translates into almost \$1,000,000.00. If LGCS cannot raise this additional amount, it will result in a reduction in funding of that amount toward the long-planned new school. This shortfall will make it impossible to complete the project. Voters overwhelmingly voted for the Bond Issue in 2009 with the understanding that LGCS would receive the 87% of the project through BEST funds, and they will not approve another bond for another million dollars to assure the new school will have everything it needs when the doors are opened.

The simple fact is, that it is often very time consuming for schools to gather funds for their required match amount, especially if seeking other sources such as grants, other contributors, or in this case a bond election. LGCS relied upon the amount of the match, as represented when it moved forward seeking a bond election for the match amount, and LGCS and the District can't change the bond or go back to the voters. Moreover, the match amount calculation was changed by BEST, and it is unclear what this change was based upon. Of the five criteria used to determine the matching percentages, only one set of data has changed. During the last BEST grant cycle, the percentage of pupils eligible for free or reduced lunch at LGCS was 49. This year our percentage is 56. This makes it unclear why the calculation changed for LGCS since the economic factors for this school have actually deteriorated. The PPOR did increase for LGCS by \$129,179 because of an increase in enrollment of 12 students. However, the capital reserve amounts decreased by \$8,427, since there is no minimum required by statute any longer. The increase in CCR was minimal, \$269.50. It is difficult to understand how these changes could increase the match amount by 2%.

The BEST statute does provide that efforts to obtain CECFA bond financing or bond election participation will be taken into consideration in a request for the waiver of a match amount. Significant weight should be given to the great lengths that LGCS did go to, in order to obtain the match based on last year's match percentage of 13% (which was presented to the voters), and the fact that it cannot now go out and feasibly raise an additional \$1,000,000 based upon the change in calculation.

The District is essentially land plentiful and tax base poor, and thus, it this should be considered in the match waiver request. In the District, much of the private land is agricultural and/or subject to conservation easements, which limits development. Over 56% of the land is owned by the Federal or State governmental entities that contribute no monies to the tax base (i.e. National Forest Service, Bureau of Land Management, and Colorado State Forest Service.) Additionally there are many non-profit, community and state facilities within the District (Park County, CDOT, local governments, fire districts, ambulance districts, water districts, and three churches), thus further reducing the tax base. Moreover, the major employers in the District are the county government and the school district. The business base is small and caters to only a few specialized niches. The next largest employer is construction and following that are the service industry and tourism, which have been dramatically impacted by the recession. Unemployment in the area has increased and is one of the higher percentages in the Front Range. It is currently at 8.4 %

LGCS provides a vital niche in the local area. Many community members commute to Colorado Springs, Cripple Creek, and Woodland Park for employment. The mean travel distance is 47 miles and there are no other schools readily accessible. The population density is 1.95 people per square mile. The community demonstrates their support without the convenience or costs of school busses.


Other factors affecting LGCS and its ability to provide the calculated match are as follows:

- Safety: The current facility is downhill from and in close proximity to US Highway 24, a major highway. This creates a serious safety issue for the students, staff, and the community. A lack of an intercom system or alarm systems that report to the local sheriff or fire department are another concern. This cannot be remedied in the current facility, as described above.
- Bond history: LGCS is so small, it has been unable to obtain CECFA financing. It did participate with the District in its recent bond election, as described above, to obtain the estimated match amount based on the 2009 match calculations.
- Insurance: Health insurance costs continue to be out of control and the staff, next year, will have to take a program that provides them with fewer benefits, at an increased cost of approximately \$51.18 per employee.
- Salaries: LGCS we not be able to provide any cost of living increases for the staff due to the rescission by the state; and meanwhile, the staff suffers with some of the lowest salaries in the nation.
- Changes in enrollment and revenue: While the school's population has increased the past two years, funding has declined and programs that help small rural districts survive, like the Small Attendance Centers Grant Program, House Bill 97-1015, has been eliminated this year. In previous years this represented approximately 10% of the LGCS budget.
- Updates to technology, teacher supplies and materials: Many of these critical elements of education will **not** be able to be modernized or upgraded due to the changes in the state budget formula. Issues with outdated computers and an unreliable high speed internet connections and wireless capabilities, are also discouraging students from using and learning 21st century skills.
- Increased expenses: Utility costs continue to climb and expenses like propane, electric, sewer, and water filtration continue to siphon money away from the budget. This means cuts in supplies and programs that directly affects students.
- Facilities maintenance: The sewer frequently backs up due to freezing or system failure. This issue alone may cost \$150,000.00 to resolve this year, and it is not a permanent fix. Many facility issues like the roof, which has numerous leaks and is structurally unsound, the HVAC system, and the age of the propane tank are all major problems at the current facility. LGCS continues to perform maintenance as needed for the safety of students, but is loathe to pour additional monies into an outdated and dilapidated facility. Much of the maintenance costs are borne by the District, since it is a District-owned building, and the district does not have additional funds to expend on this facility.
- Other capital projects: There are no other capital projects planned by LGCS at this time.

Despite some of the economic hardships, enrollment at LGCS has continued to steadily increase as many home-schoolers and nearby families opt to send their children to this community based school with an excellent staff and innovative programs. We desperately want to be able to have a facility that is safe, fair, and equitable when compared to other schools in the state. Please take these factors into consideration when you review the LGCS BEST grant application.

Please contact me at the school if there are any questions regarding our application.

Sincerely,



Charles Soper
Superintendent
Park County School District Re 2

Holly SD- Statutory Waiver for BEST Grant District Match

A partial/full (cross out 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.

CDE calculated minimum district match for this project	\$9,070,803.84
(CDE project amount including reserve* .32)	
Limit on bonded indebtedness as calculated in section 22-42-104	\$3,440,154
(2009/10 AV of \$17,200,770*.20)	
Proposed new bonded indebtedness for this grant application	\$3,440,154
Outstanding bonded indebtedness	\$0
Total bonded indebtedness	\$3,440,154
(After a successful election in 2010 and subsequent issuance)	

School District: Holly School District

Project: Holly School District RE-3 2010 DPK-12 New Campus

Date: April 29, 2010

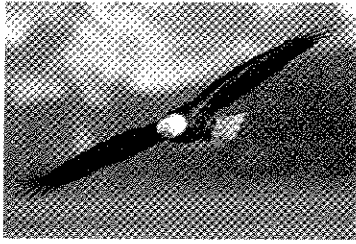
Signed by Superintendent: 

Printed Name: Carlyn Yokum

School Board Officer: 

Printed Name: Cory Thompson

Title: President, Board of Education



North Routt Community Charter School
54200 RCR 62 Clark, Colorado 80428
(970) 871-6062 Fax: (970) 871-6067

.... Teaching our children to spread their wings and soar like eagles!

April 9, 2010

Colorado Department of Education
Capital Construction Assistance Board

Re: Hardship Request for Reduction of Required Match

The North Routt Community Charter School (NRCCS) has applied for funding from Building Excellent Schools Today (BEST) through the COP program to assist in construction of a new school facility located in Clark, Colorado. The current required match for NRCCS is 35% of the overall project cost of \$3,793,657. This match amounts to \$1,327,780. We respectfully request that the NRCCS cash match be reduced to 20%, or \$800,000. Alternatively, we ask that monies already expended on the project by NRCCS, as well as donated property, be counted toward the match consideration.

NRCCS was awarded BEST funding in 2009 for this project. The community and school undertook a fundraising campaign to raise the required 35% match, but fell short. The remainder was funded by an unsecured bank loan. The BEST board withdrew funding because the matching monies were too heavily weighted with borrowed funds.

NRCCS has reduced the overall cost of this project by nearly 20%, from an estimated \$4,850,000 to \$3,793,657, while maintaining LEED Gold standards. We have acquired \$800,000 in grants toward this project, consisting of an Energy Impact Grant from the Colorado Department of Local Affairs in the amount of \$500,000, a Gates Family Foundation Grant in the amount of \$200,000 and an agreement to provide \$100,000 from Capital Reserve Funds by our authorizing entity, the Steamboat Springs School District. We have raised \$251,000 from the local community, which has been expended on planning and architectural design and we have acquired 5 acres of land worth approximately \$500,000. Of these monies, only the \$800,000 is eligible for the cash match.

In submitting this request, NRCCS makes a commitment to continue diligent pursuit of funding sources for this project to increase our match amount. For example, we requested a bond issue from the Steamboat Springs School District, but were denied.

Attached to this letter is additional data and rationale that supports our request for a reduction in the school's required match to qualify for funding. Because we have a unique and incredible opportunity to build a facility while construction costs are low, the project can be built at a cost savings and will put many local tradesmen back to work.

We respectfully request the BEST Board recognize the great need we have for this facility and support our need by reducing our required match.

Respectfully Submitted,

Colleen Poole, Director and Board of Education
North Routt Community Charter School

North Routt Community Charter School Rationale for Waiver Request

3.3.1.1 Waiver or reduction would significantly enhance Educational Opportunity within NRCCS.

The buildings on the NRCCS campus were built in 1920, with the exception of a recently added yurt, thus many safety and mechanical issues exist. For example, in the winter of 2010 the heat went out in our K-2 classroom on a very cold day making it necessary to bring in space heaters. Due to the lack of electrical capacity, we had to make a choice between heat and light. Furthermore, the classrooms in the main building are bi-level because of the addition of plumbing which was placed in the floor raising the floor two feet in 75% of the room space, thus making it difficult to navigate the space and seat all the children comfortably and safely. The resulting bi-level classroom limits the educational activities and significantly limits full implementation of our educational programming philosophy, which is based on the Expeditionary Learning model. Our buildings are cold in the winter and hot in the spring and fall, because the buildings lack adequate insulation and HVAC systems. These are just a few of the many issues that plague us at our current site and clearly interfere with educational quality. NRCCS has met these challenges that attempt to interfere with learning, but due to rapid growth in a confined space, these issues have become front and center. Research documents that an unsafe, uncomfortable environment affects student performance.

The current NRCCS site is limited to 75 people by a special use permit from Routt County. This limits our ability to adapt the site for our current and future enrollment needs. A larger site with appropriate sized classrooms will allow NRCCS to fully implement our Expeditionary Learning educational program, which is highly student participatory. Presently we are limited by our space to maximize this learning pedagogy. The waiver we request will insure that the NRCCS will be able to build an appropriate, safe, and educationally focused facility to support our educational programs and enhance the learning of our students.

3.3.1.2 Cost of Complying with the Matching Moneys Requirement Would Significantly Limit Educational Opportunity.

NRCCS asks for a waiver from BEST in recognition that we must preserve the viability of the educational program for many years to come. In order to do this we must be very cautious about taking on debt to the point that it jeopardizes the long-term survival of the charter school and its educational programming. With the projected state funding reductions in the 2010/2011 school year, it is particularly vital that we maintain a positive, or at a minimum, a neutral budget and operating position. Expenses will not proportionately decrease with the funding cuts, forcing us to focus more than ever on fiscal stability. Nonetheless, it is imperative that we continue to meet the educational needs of a growing school and fully implement our Expeditionary Learning Outward Bound educational pedagogy.

NRCCS is the only K-8 school within the North Routt community. In 2002 NRCCS began its program with 12 students; eight years later there are 66 students enrolled in our program. Our mission is to accommodate all of the students in this growing area that wish to attend our school. Yet, we are limited to 75 people on our current site by a special use permit and reached that number in the fall of 2009. Currently we have a waiting list of 17 students wishing to attend in the fall of 2010. Presently we are only able to accommodate a portion of those students without going over our restriction.

Secondly, NRCCS has restricted space for our educational programming. Our classroom space is approximately 32 square feet per child as compared to other schools in the area that range from 125 to 150 square feet per child. The limited classroom space inhibits the implementation of our Expeditionary Learning pedagogy, which is highly student participatory and involves project and activity based learning. It also presents challenges with required CSAP (Colorado Student Assessment Program) testing. Currently, groups of students have to be taken off campus during CSAP testing to provide adequate testing space. Our educational programming is also multi-age and requires room for instructional groupings, which are also made difficult in our current facility. The new facility will provide classroom space at 56 square feet per child, which will significantly enhance our educational programming.

Despite these challenges, our teachers, staff and parents have made a commitment to the educational success of our students and to maintaining small class sizes and individualized learning instruction. Since 2002, NRCCS has fluctuated from Average to Excellent, and in 2007/2008 received an overall academic performance on state assessments as High. Our academic performance is on par with schools within the Steamboat Springs School District, yet our teachers receive 73% of the pay of their counterparts in Steamboat and 79% of the statewide average. Similarly, the administrator receives 62% of the compensation received in Steamboat and 59% of the statewide average (based on 2007/2008 School Report Card as published by the Colorado Department of Education).

NRCCS as a charter has limited resources with which to raise the money necessary for the match required. The schools' parents, staff, administration and community have worked hard to raise the monies available for this project, which include grants of \$700,000 (DOLA \$500,000, Gates \$200,000) a \$100,000 contribution from the Steamboat Springs School District and donations of \$251,000 (expended on preliminary project work) for a total of \$1,051,000. This number does not take in to account the property that was donated to us, which is worth \$500,000 on the open market, bringing the total committed funds to (\$1,551,000), well over the required 35% match. However, of these funds only \$800,000 (DOLA 500K, Gates 200K and SSSD 100K) is allowed for use toward the match, which must be in actual funds on hand. In the current economy any additional fundraising for this project will be difficult.

NRCCS is reluctant to compromise the long-term viability of the charter school by accumulating debt of up to \$500,000, which would be needed in order to accomplish the full match of 35%. Our commitment to the project through funds raised, grants and in-kind contributions including the value of the land being acquired is at 35% (\$1,551,000), but our actual funds that can be utilized as matching are at 20% (\$800,000). Therefore we submit this request for a reduction of the school's matching requirement, or request that these other funds and equity be calculated towards meeting this match.

3.3.1.3 Extenuating Circumstances;

The land being acquired by the school for the new site is being sold to the school for only \$60,000, although the market value is \$500,000. The seller is making a significant donation to the school in this manner. As a result, this has materially decreased the cost of the project and the funds that the school would be seeking as part of the grant. NRCCS believes this significant savings should be factored into this waiver request. The cost savings (or alternatively, the equity in the land acquired) should be factored as a contribution calculating the match since the school is contributing the land to this project.

Moreover, NRCCS has been planning this project for almost three years. It has incurred substantial costs in planning and realization of this project. Attached hereto is a list of the hard and soft costs already paid by the school and should be applied to the match amount required or otherwise factored into this request.

Costs Paid By NRCCS to Date

Architectural Design	\$218,710.38
Printing and Binding	\$499.40
Traffic Study	\$2,968.80
Septic System	\$6,252.85
Submittal Fees	\$14,142.00
Site Survey	\$4,695.00
Geo Tech	\$3,309.00
Wetlands Review	<u>\$525.00</u>
Total Expended	\$251,102.43

3.3.2.1 General Fund and Capital Reserve Fund Balances;

General Fund Balance: \$135,152 *As of March 30, 2010*

Money intended to be used for:

- \$108,000 for payroll, current liabilities, maintenance and multi-year obligation
- \$8,861 building lease payment subsidizes capital reserve
- \$13,000 Line of credit
- \$5,291 remaining for educational programming reserves

Capital Reserve / Capital Campaign: \$74,854 *As of March 30, 2010*

Money intended to be used for:

- \$72,277 Current donations new building project.
- \$2,577 Remaining State Capital Reserve Funding for Charters used for a portion of Building lease

3.3.2.2 Commitments to the Capital Reserve Fund;

Please see above for current expenses from the Capital Reserve Fund. Currently any Capital Reserve monies appropriated have been used to pay our \$31,500 annual lease payment. Because of the expansion of the school program, NRCCS has not been able to accumulate any significant carryover or reserve fund.

3.3.2.3 Bond History;

The School has been in existence since 2004, and is currently in its sixth year of operation. Because of its extremely small size and lack of operating reserves to date, the school has not been able to pursue bond financing through CECFA to date.

The District went to the voters for a bond election in 2006, and passed a \$29,685,000 bond and mill levy. The District did not invite the charter school to be a participant in this bond issue nor did the charter school ask because the school was not prepared at that time to request funding for a new facility. The need has materialized in the last three years.

NRCCS recently approached the District to request a bond election or other assistance from the District toward the match requirements for the NRCCS under the BEST grant program. Because

of the poor economy and the fact that the District went to the voters only a few years ago, the District refused the request but did approve a contribution from capital reserve of \$100,000 toward the school's match, contingent upon receipt of the BEST grant.

3.3.2.4 Changes in insurance costs;

Due to budget cuts at the Steamboat Springs School District, beginning with the 2010/2011 school year, the District will no longer pay for the NRCCS liability insurance cost (\$4,000 annually). This is an increased expense that will need to be incorporated into our annual operating budget. We also anticipate an increase of 10% for employee health insurance, an additional cost of \$3,840 annually. Employee insurance is purchased from the Steamboat Springs School District.

3.3.2.5 Changes in salaries;

NRCCS has been put on notice that due to budget cuts in the Steamboat Springs and Board of Cooperative Services in which the school participates the school will lose funding for a full time aide assisting a severe needs multi-handicapped student. The cost of the aide with benefits is approximately \$26,800. Which will affect our operating budget by increasing our integrated education salaries cost.

3.3.2.6 Other increased expenses;

Please see 4.2.2.4 and 4.2.2.5

3.3.2.7 Changes in enrollment;

Currently, NRCCS has room for eight students next year and we have a waiting list of 17. Our enrollment number will not rise because of the 75 people special use permit restriction.

3.3.2.8 Changes in Revenue;

The State has reduced its funding to education by 8%, which translates into an 8% reduction in our PPR funding of approximately \$500 per FTE. This projected reduction in PPR funding negatively impacts our budget as expenses will not dramatically decrease without significant reductions in our program.

3.3.2.9 Additional Projects Undertaken;

Not applicable.

3.3.2.10 Upgrades to technology, textbooks, facilities, or other upgrades;

No impact on the waiver request.

3.3.2.11 Recent unexpected maintenance to facilities or equipment;

No impact on waiver request.

3.3.2.12 Planned maintenance or equipment replacement;

No impact on waiver request.

3.3.2.13 Busses and other Capital Purchases;

Not applicable

3.3.2.14

Additional Circumstances that make it Financially Impractical or Impossible to provide the Matching Contribution:

North Routt Community Charter School is located in northern Routt County. Despite being in the same county and within 23 miles of Steamboat Springs, it is a very unique community and should not be painted with the same brush. Steamboat Springs is an affluent community where as North Routt is comprised of low-to-moderate income folks. North Routt has its share of second homes, but primarily the population that resides here, moved to this area because of lower housing prices and quality of life interests. North Routt Community Charter School has a free and reduced lunch of 20 %, Steamboat is at 8%. Approximately one third of our families work in the building trades, which have been hit very hard by the downturn in our economy.

Circumstances have changed since our first submission to the BEST funding. As our building costs have decreased, so has our ability to raise further funds for our building because many of the families in our community are struggling to make ends meet and ride out the recession. Therefore, in order for this project to move forward, we need and respectfully request a reduction in our match to 20%. Without it, construction of this building will be postponed indefinitely.

Thank you.

CDE Construction Guideline Comparison Chart

CDE Construction Guidelines	NRCCS Current Facilities		NRCCS Proposed New Construction	
	YES	NO	YES	NO
Safety				
Sound Building Structural Systems	X but old and not energy or environment efficient		X	
Weather-Tight Roof	X		X	
Continuous Unobstructed Path		X	X	
Potable Water Source	X		X	
A Building Fire Alarm and duress notification	X		X	
Safely Manage Hazardous Materials	X		X	
Closed circuit video and keycard or keypad		X	X	
Intercom		X	X	
Main Entrance Monitoring		X	X	
Safe and Secure Electrical System		X	X	
Safe and Efficient Mechanical System		X	X	
Mechanical HVAC Systems		X	X	
Sanitary School Facility	X		X	
Food Preparation	X		X	
Safe Laboratories and Shops		None	Phase II	
Separate Emergency Care Room		X	X	
ADA Compliant	PARTIAL		X	
Adequate Pedestrian and Vehicular Traffic Zones		X	X	
Safe and Secure Outdoor Facilities	MINIMUM		X	
School /Facility Programming				
High quality, durable easily maintained materials and finishes		X	X	
Facility adequately accommodates for Cap4K, NCLB	MINIMUM		X	
Embedded Technology in classrooms		X	X	
Administrative Technology		X	X	
Administration School Management Software	PARTIAL		X	
Emergency Power Back up		X	X	
School site meets recommended school facility size guidelines		X	X	
Potential for Expansion		X	X	

CDE Construction Guideline Comparison Chart

CDE Construction Guidelines	NRCCS Current Facilities		NRCCS Proposed New Construction	
	YES	NO	YES	NO
Elementary Schools PK-5				
Playfields		X	X	
Playground	X		X	
Gardens		X	X	
Separate bathrooms for prek/kind		X	X	
Special Programs Room	SHARED		X	
Classroom Space				
• Maximum 25 students	X		*X	
• 35 sq. ft. per student		X	*X	
• 600 sq. ft.		X	*X	
• Natural Light	X		X	
• Well Ventilated		X	X	
• Technology infrastructure		X	X	
• Storage to support intended ed. program		X	X	
Band / Vocal		X		**X
Library / Media			PHASE II	
Art Room				**X
Computer Lab or workstations		X	X	
Commercial Kitchen		X	PHASE II	
Cafeteria / Multipurpose Room			X	
Small Gym				X
Administration offices	SHARED		X	
Nursing Area		X	X	
Conference Room		X	X	
Reception		X	X	
Separate Staff Bathrooms		X	X	
Middle School 6-8 <i>(additional guidelines)</i>				
Beginning Shop Area		X	Phase II	
Performing Arts Room		X	Phase II	
Weight Training Room		X	??	
Gymnasium		X	??	
Men and Women's Locker Rooms		X	??	

*Our classrooms are designed for 15 due to the nature of our educational programming, Expeditionary Learning and Multiage. Both programs require more per student square footage to maximize student success for differentiated instruction and in depth projects. Each classroom will be approximately 28 X 30 at 840 sq. ft., 56 sq. ft.

**Art areas will be developed in each classroom space and music will be taught in classroom space as needed.

Center- Statutory Waiver for BEST Grant District Match

A partial 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.

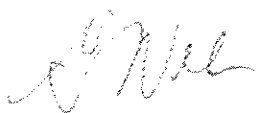
CDE calculated minimum district match for this project (CDE project amount including reserve* .21)	\$6,611,127
Limit on bonded indebtedness as calculated in section 22-42-104	\$4,777,438
Proposed new bonded indebtedness for this grant application	\$4,777,438
Outstanding bonded indebtedness	\$0
Total bonded indebtedness	\$4,777,438

School District: Center Consolidated School District

Project: New PK-12 Facility

Date: 4-30-2010

Signed by Superintendent:



Printed Name: George S. Welsh

Statutory Waiver for BEST Grant District Match

A partial/~~full~~ (cross out 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.

CDE calculated minimum district match for this project	\$ <u>11,569,162.00</u>
Limit on bonded indebtedness as calculated in section 22-42-104	\$ <u>7,951,953.00</u>
Proposed new bonded indebtedness for this grant application	\$ <u>7,951,953.00</u>
Outstanding bonded indebtedness	\$ <u>.00</u>
Total bonded indebtedness	\$ <u>7,951,953.00</u>

School District: Akron R-1

Project: PK-12 Akron School District

Date: April 23, 2010

Signed by Superintendent: *Bryce Monasmith*

Printed Name: Bryce Monasmith

School Board Officer: *Randy Arnold*

Printed Name: Randy Arnold

Title: President

Statutory Waiver for BEST Grant District Match

A partial/~~full~~ (cross out 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.

CDE calculated minimum district match for this project	\$5,700,749
Limit on bonded indebtedness as calculated in section 22-42-104	\$2,932,494
Proposed new bonded indebtedness for this grant application	\$2,657,000
Outstanding bonded indebtedness	\$275,000
Total bonded indebtedness	\$2,932,000

School District: Otis RE-3

Project: Otis School District RE-3 Middle/High School Addition

Date: 4/27/10


Signed by Superintendent:

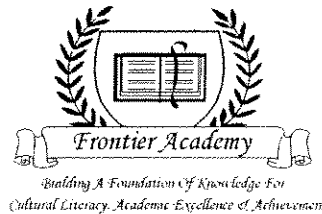
Printed Name: JEFF S DURBIN

School Board Officer: 

Printed Name: DANNY K Keini

Title: R-3 BOARD PRESIDENT

2650 W. 29th St.
Greeley, CO 80631
www.frontieracademy.net



Frontier Academy Charter
Executive Governing Board
(970)-339-9153

March 31st, 2010

Colorado Department of Education
Capital Construction Assistance Board

Re: Hardship Request for Reduction of Matching Funds

Frontier Academy Charter School is applying for the current B.E.S.T grant funding to remedy several health and safety issues at our elementary campus, focusing heavily on the replacement of our greenhouse structure that serves as the cafeteria, art, and meeting area. The required match for Frontier Academy is currently 90% of the total project. We are respectfully requesting a partial waiver allowing Frontier Academy's match to be reduced to about \$1.1 million which would be 20% of the proposed \$5,378,615 base bid project or 15% of the \$7,497,080 project cost if adding Option B, the High Performance Add Alternate. Your review of the information presented and your consideration of this request is greatly appreciated.

Frontier Academy is an excellent school with outstanding teachers and students. Our facility, though tired, has taken us far. To be a charter school one has to creatively accept what is given, tweak what one has, and make the best of situations that are not always to one's liking. Frontier has done just that. Despite these hardships Frontier has educated students, regardless of their background, to some of the highest levels in the state. This has all been done with less funding than a typical school receives for buildings, teacher pay, and student materials. A reduction of our matching percentage would allow us to sustain and exceed this level of education for our current and future students.

Frontier Academy has redoubled its efforts in the past year to improve our match by aggressively pursuing other grant-funding sources. We have also implemented cost-saving measures in our energy use as well as our technology and data connection costs. Through our successful capital campaign and conservative budgeting for the last several years, we are now able to contribute the 1.1 million dollar match to this project. In addition Frontier has been applying for local corporate and foundation grants to help with our match. Recently we were awarded a \$92,280 State Farm project grant to implement a green-roof at our secondary building. Though not directly part of our match, energy savings from implementing this project will financially benefit Frontier Academy as a whole.

As shown in Frontier Academy's full application, we are in urgent need of repair to our deteriorating facilities, especially our greenhouse structure. This structure was once a bright and usable space for our programs, but as our needs have changed and the structure has aged, we now find our staff and students in increasingly unsafe situations. Our K-3 and 4-5 buildings also have severe issues that need to be addressed for student safety and well being. Some of these issues include safety hazards, security concerns and high CO2 levels in the classrooms. The lack of a central secure entry and administration area also complicates our situation and exposes our students to risks that should not be present in a school environment. Fixing these issues will definitely enhance the quality of education to students by providing them with a safe and enjoyable place to learn.

Our goal is to educate children and to inspire excellence as our mission states. To do this, Frontier Academy needs extensive building repairs and upgrades. To this end, we respectfully request that you examine the following pages of data, our scores, our budget, and our comparison to the state and district in all categories. Armed with that information we humbly ask you to consider reducing our match to 20% of our base bid (\$1,075,723) or to 15% with our add-alternate (\$1,124,562), so that we may remedy the facility issues that, in the near future, will be very difficult, if not impossible, to creatively solve.

Thank you for your consideration. We appreciate your service and effort to improve educational facilities throughout Colorado.

Respectfully,

The Frontier Academy Executive Governing Board

GREELEY/WELD DISTRICT STUDENT POPULATION WHICH FRONTIER ACADEMY SERVES

Frontier Academy serves a wide range of students from Weld District 6 as well as neighboring districts yet Frontier Academy has a much higher percentage match requirement than other comparable schools in our district. We believe that this is in part from an error in reporting of our qualifying free and reduced lunch population percentage. Currently Frontier reports a school wide average of 16 % free and reduced lunch population. Frontier believes this number is actually much lower than the true amount of students who would qualify but do not participate because we have not been able to provide a district food service program in our greenhouse facility. To that end, we do not offer a “free” option to our students, only a “reduced” price that Frontier subsidizes, in part, by paying some of the cost difference to our food vendors.

If Frontier had the facilities to participate in the district’s federally subsidized food service program, we strongly believe that more students would participate. This would increase our free and reduced population percentage making Frontier’s match lower based on the charter school match calculation found in HB08-1335 (22-43.7-109(9)(c)(I)(II)(III)(IV)(V) C.R.S.).

The data below compares Greeley with the rest of the state, showing the general percentage of families that live below the poverty line and would qualify for free and reduced lunch in our district.

Poverty Level: Overview of Greeley vs. State data

Residents with income below the poverty level in 2007:	
Greeley:	21.6%
Whole state:	12.0%
Residents with income below 50% of the poverty level in 2007:	
Greeley:	10.9%
Whole state:	5.5%

--Source: 2006-2008 American Community Survey, US Census Bureau

The poverty percentages above are most likely much higher at this time considering the current statewide economic conditions and that the survey data is 3 to 5 years old.

MILL LEVY OVERRIDE VOTED DOWN- DISTRICT IS FUNDED 170TH OF 178 DISTRICTS IN THE STATE

Another issue that factors into Frontier’s hardship is that we receive significantly lower funding per student than most districts in the state. Weld District 6 is ranked as 170th of the 178 districts in the state without any Mill Levy Override (MLO) dollars for additional funding; one of only 2 large districts in the state.

This low Per Pupil Operating Revenue level, shown below, puts Frontier’s students at a significant financial disadvantage compared to a typical student in the state of Colorado.

Per Pupil Operating Revenue (PPOR) Weld District 6 compared to the State:

<u>Weld District 6 Assessed Value per pupil</u> =	\$56,171.88.
- Assessed Value of \$1,023,872,886 and 18,227.5 FTE (Full Time Equivalency)	
<u>Colorado State Assessed Value per pupil</u> =	\$123,923.59.
- Assessed value \$96,168,424,808 and 776,030 FTE	

--Source: Finance data section of the “2009-2010 District Funding Worksheet”-- CDE website

Our last MLO failure is partly attributed to the poor economic condition of Greeley as a whole. Although 2008 saw tremendous growth in housing and new businesses in Greeley, the data below shows that even during this relative boom period Greeley was still far below the national average. To make matters worse, in the last year our largely agricultural community has been hit hard by the recession, making it even harder to pass any initiatives that would raise taxes such as the Mill Levy Override.

Economic Characteristics - show more >>	Estimate	Percent	U.S.	Margin of Error
In labor force (population 16 years and over)	48,736	67.0	65.2%	+/-2,069
Mean travel time to work in minutes (workers 16 years and over)	19.7	(X)	25.3	+/-0.9
Median household income (in 2008 inflation-adjusted dollars)	40,741	(X)	52,175	+/-1,640
Median family income (in 2008 inflation-adjusted dollars)	56,286	(X)	63,211	+/-3,109
Per capita income (in 2008 inflation-adjusted dollars)	20,673	(X)	27,466	+/-1,057
Families below poverty level	(X)	12.7	9.6%	(X)
Individuals below poverty level	(X)	22.2	13.2%	(X)

--Source: 2006-2008 American Community Survey, US Census Bureau

FRONTIER ACADEMY'S EXISTING BOND PAYMENT

The relatively small amount of per student funding that we receive from the state is further reduced by our bond payment. In the past, our bond payment has been as large as 29.6 percent of our operating revenue. As one can see by the table below, Frontier has worked hard to be fiscally conservative over the years to reduce this percentage yet still spends a high amount of our PPOR on our bond payment which makes it hard to save extra money for our needed facility issues.

Frontier's bond payment is currently at the lowest percentage of revenue ever, just under 17 percent. Unfortunately, with the governmental recessions to educational funding in the State of Colorado and the high probability of further cuts in the near future, we expect this percentage to return to around 20 percent.

The portion of our revenues spent for bond and Joint Use lease payments.

- 2002-2003 29.6%
- 2004-2005 25.4%
- 2006-2007 18.3
- 2008-2009 16.7%

In addition to these payments, Frontier Academy also spends money for our "Repairs and Maintenance and Utilities" line item as well as for technology rotation of equipment and other changes as listed below. These expenses further impact Frontier Academy's ability to provide a higher financial match to this project.

Repairs and Maintenance History at the Elementary Campus:

- 2007-2008 \$26,367
- 2008-2009 \$58,755
- 2009-2010 \$37,039 (to date), \$62,000 projected year-end

ADDITIONAL ISSUES AND IMPACTS TO FRONTIER ACADEMY'S BUDGET:

Responses below are taken from the "Hardship Letter Guidelines" found in the Capital Construction Assistance Grant Application (Form CC-03) page 4.

The general fund and capital reserve fund balance, if applicable, and an explanation of why they are at that level (do not include TABOR Reserves):

- At year end June 30, 2009 our General Fund balance was \$1,127,562. We expect to add approximately \$200,000 to it this by year-end. The bulk of this would be used by the 15% to 20% match for the BEST application. It has taken many years of sound financial management to achieve this balance and it will take many more to rebuild it.
- As for our annual Capital Reserve funds, they have been spent toward our bond payments since 2002, so there will be no balance until our bonds have been paid off.

Commitments to the capital reserve fund, showing why the capital reserve fund cannot be used to fund the matching contribution:

- As noted above, the Capital reserve dollars are committed to paying down the bonds used to purchase our buildings.

Bond history including an explanation of factors contributing to the decision to pursue or not pursue a bond issue and factors:

- Our current bonds, which were obtained to purchase our facilities, restrict additional indebtedness and tie up about 17% of our revenues.
- It is not an option to seek additional substantial debt and even if it were possible to acquire funds (unless the amount were small), additional payments would put our academic programming at risk.

Contributing to past bond issue failures and successes:

- Unlike Districts, Charter schools have not been able to go directly to the voters to receive county bonds for financing our buildings. Our buildings were funded with Charter School Revenue Bonds, issued through CECFA. These payments are made from our Per Pupil Operating Revenue (PPOR), greatly reducing our operating dollars, (by up to 29% at the highest) currently at 17% of these instructional dollars.
- With the changes in state law we would be able to be included in funding initiatives, should our district pursue additional funding through a vote. Our district has stated that this is not likely to be considered for many years from now.

Changes in salaries:

- Frontier Academy salaries average about 16% below our District pay scale and are also below the salaries of the other Charter Schools in town. Attempts to improve our compensation in order to attract and maintain a great staff is always a priority to Frontier Academy.
- With projected funding cuts, and salary freezes we may fall further behind the district pay scale and will have to address this low pay issue immediately upon any future funding increases. Having to pull funds from salaries to in order to pay for our buildings would have a negative impact on our quality services.
- At this time salaries/benefits comprise 55% of our operating budget.

Changes in insurance costs:

- Our Insurance costs for facilities have been generally level and are expected to remain level for the next year.

Other increased expenses:

- As a charter school, we pay some administrative and service costs to our authorizer. The District charges a reasonable administrative, data system and testing fee. Along with payments for Special Educational, services comprise 10.8% of our expense budget. We do receive some reimbursement back for Special Education staff, making the net cost a small percentage lower.

Changes in enrollment:

- Our enrollment has increased steadily over time. Over the past several years most of the growth has been at the 6-12 (secondary) facility. We have additional needs there, but the issues at the elementary campus present a more dire need and will pull funds from the other campus. The BEST grant request includes a better space usage, allowing some additional growth at the elementary school.

Changes in revenues:

- State funding is expected to decrease somewhere between 6 and 12 % next year. We expect a break even budget next year due to growth and frugal planning. However, if the decreases continue, the following year(s) may require deficit spending. Future budgets may not allow for major capital expenditures.

Additional projects undertaken or additional projects which are budgeted or are being saved for:

- Currently this is the priority. Full day kindergarten will become a requirement and is part of this proposal. After these issues are addressed, there is discussion of purchasing some land bordering our secondary campus, for sports fields. A second gym (currently one gym for almost 600 students) and student meeting area have also been proposed.

Upgrades to technology, textbooks, facilities or other upgrades being contemplated or undertaken beyond the submitted projects:

- Annually over \$160,000 is budgeted for textbooks and technology. The proceeds from our annual fundraiser this spring will be earmarked for technology.
- Last year this event raised \$30,000 to buy our first pair of buses that we now use for field trips and sports travel.

Recent unexpected maintenance to facilities or equipment:

- Unexpected maintenance in the past few years has included:
 - o Resealing of all the gas piping in our intermediate building- cost \$10,000.
 - o Replacement of part of the concrete foundation of the Intermediate building at a cost of \$2,000.
 - o There was a rodent infestation in the ceiling of the Intermediate building. The cost for removal and re-insulation was \$6,200.
 - o Currently we are having vents sealed to remove a bird population.
 - o Plumbing and heating calls average \$1,000 per month.

Planned maintenance or equipment replacement:

- There are regular facility meetings where planned maintenance is addressed. There is a painting rotation established for summer months (portions of a building completed each year). Carpeting and flooring rotations have also been used. In the 2008-2009 \$26,000 was spent on flooring. There was parking lot resurfacing several years ago for \$20,000.
- HVAC units are cleaned and filters changed routinely. This year's total Repair and Maintenance budget for K-12 is \$110,000.
- Maintenance, utilities, janitorial and grounds comprise 5.3% of our budgeted expenses.

Busses and other capital purchases:

- We purchased two buses in the fall of 2009 with funds raised by our annual fundraiser. These activity buses will have ongoing budget impact with drivers, fuel and maintenance. These costs are estimated at \$20,000 for next fiscal year. Some will be offset by student fees, but most of the cost will go into our operations line item of our general budget.

Additional circumstances that make it financially impractical or impossible to provide the matching contribution:

- Salaries, buildings (including related costs), grounds and service fees to our district comprise 88% of our budgeted expenses. The remaining 12% must be used for textbooks, technology, supplies, lunch program and other such expenses, as well as to continue to build reserves to meet requirements and plan for the future. There is very little flexibility in spending in the budget, certainly not enough to meet the critical needs described in this application.

SUMMARY OF HARDSHIP ISSUES

As one can see from the data presented in this section, Frontier Academy is a poorly funded school in one of the lowest funded districts in the state. The failed Mill Levy Override as well as the economic condition of Greeley's population base makes future funding opportunities few and far between. On top of this low funding, Frontier Academy still has 88% of our budget allocated to building costs and salaries (which are still 16% below the district pay scale). Frontier has diligently worked to reduce the bond payments to a reasonable level. However with the state's cuts to education and our deteriorating facilities, tougher times are right around the corner. During these times Frontier Academy will have less money coming in, less spent on retaining quality staff, and more money being spent to upkeep and repair our buildings. This will all have to be done while trying to meet the new demands of the state mandated all-day kindergarten, all on a shoe-string budget.

Reducing our match percentage would allow Frontier Academy to reallocate money currently spent on unexpected repair issues to instructional line items in the budget. The new high performance addition would reduce our expenses on energy wasted in the green house as well as allow Frontier to enroll a larger portion of the students on our large waitlist. These, coupled with improved health, safety, and security, would significantly enhance Frontier ability to provide quality education for our students resulting in increased student learning and achievement for the diverse population that calls Frontier Academy their home.



DIVISION OF PUBLIC SCHOOL CAPITAL CONSTRUCTION
ASSISTANCE

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